

Inspection date	31/10/2013
Previous inspection date	08/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children display very strong bonds and secure attachments to the childminder and his family. This is extremely successful in supporting children's feelings of security and emotional well-being.
- The childminder provides an abundance of resources, activities and different play areas for children to choose. This gives children the independence to make decisions on where and what they want to explore.
- The childminder ensures that all children are safeguarded. He is fully aware of his individual responsibility to protect children from harm.
- Children benefit from the childminder's effective teaching methods. He successfully uses open-ended questions, which promotes children's learning by giving them the time and opportunity to learn and make decisions for themselves.

It is not yet outstanding because

- There is scope to improve the effective links between all settings that children attend to further support their learning and welfare.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to and interacted with the childminder and with children throughout the inspection.
- The inspector examined a selection of information and documentation relating to the suitability of all adults, children's safeguarding, welfare and developmental progress.
- The inspector looked at the resources and equipment provided and how effectively they are used to support children's play and learning.
- The inspector and childminder jointly observed and discussed children's learning and development in the playroom.

Inspector

Susan Parker

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. He lives with his wife, who is also a childminder and two children aged 11- and nine-years-old, in Welwyn Garden City, Hertfordshire. The childminder and his wife also work with an assistant. The whole of the ground floor of the childminder's house, including two playrooms are used for childminding. There is an enclosed garden for outside play.

The childminder attends local pre-school groups, visits farms and parks on a regular basis. He operates each weekday from 7.30am until 7pm, with the exception of bank holidays and family holidays. Children attend for a variety of sessions. There are currently 14 children attending, who are in the early years age group. Children attend for a variety of sessions. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- expand the already good partnerships with other providers to further improve the effective links between all settings that children attend.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are well supported in their learning. They are eager to join in with the interesting and exciting variety of activities and learning opportunities provided by the childminder. The childminder is skilled in engaging children's curiosity in activities. He successfully uses open-ended questions, which encourage children to think for themselves. The childminder observes children and regularly monitors their progress. This is effectively recorded in children's learning journeys through a selection of photographs and notes completed by his co-childminder. These records of children's progress are well-organised and based on accurate starting points for each child in his care.

The childminder works closely with parents when children first start to ensure that a detailed assessment of their starting points is in place. He successfully demonstrates that all children are making good progress towards the early learning goals. Children show that they are keen and active learners by joining in play activities with other children and demonstrating their knowledge and persistence in tasks. For example, young children

persevere in connecting the train track by turning and moving pieces until they fit. The childminder praises their achievements, which gives children pride in their successes and the confidence to have a go for themselves.

Children communicate well because the childminder provides good opportunities and encouragement for their continuing progress in their speech. Their communication and language is rapidly developing within the expectations for their age. They enthusiastically join in sharing books, talking about the pictures and what they see, counting the number of eggs in the story and talking about colours. Babies babble and clap their hands when excited and enjoy looking at and pointing to the bright pictures in the books. All children are confident communicators and their personal and social skills are meeting expectations.

Children willingly join in daily fun activities, which promote their physical development. They regularly expand their physical skills by using equipment and toys in the garden and in the park. Activities, such as action rhymes also involve children's listening and communication skills as well as physical and imaginative skills. Children spend time outdoors exploring nature and learning about the changing seasons and weather.

Children's personal, social and emotional development is progressing well. They display high levels of confidence and self-esteem because the childminder gives clear direction and positive encouragement. This is successful in enabling all children to achieve their individual goals. They are confident and capable in their self-help skills appropriate to their age and ability. The childminder provides a good selection of planned challenges for children to prepare them well for their next stage in their learning. For example, children regularly attend pre-school groups, which expand their confidence in learning in group situations. The childminder gives high priority to promoting children's good levels of confidence, self-esteem and independence. This ensures that they are progressively displaying the skills they need to continue to be eager and confident learners. Children have good levels of confidence and self-assurance, which enables them to be ready for school or the next stage in their learning.

The childminder has established good partnerships with parents. This is successful in promoting the effective sharing of information to ensure that children settle quickly and happily into his setting. Links with other settings that children attend are effective, however, there is scope to improve this further to extend children's learning and welfare across all settings and at home. The childminder demonstrates very good quality teaching and has a very good knowledge of the areas of learning and how children learn. He provides valuable and varied learning experiences and challenges for children. This is successful in supporting all children to work comfortably within the expected levels of development typical to their age and ability.

The contribution of the early years provision to the well-being of children

The childminder is very well skilled and sensitive, which enables all children to display very strong bonds and attachments with the childminder and his wife. This shows that they feel confident and secure. They are happy and enjoy their time in this setting. Children freely explore the highly stimulating and very, well-resourced environment. Even the youngest

children show high levels of self-control during play activities and are confident in group and social situations.

Children's behaviour is excellent. They show a clear understanding of safe and acceptable behaviour because the childminder uses clear explanations and directions. Children regularly take part in well-organised activities, which enable them to discuss and express feelings, for example, understanding different facial expressions. For example, when small children show signs of distress, other children immediately try to comfort them. This shows that children are developing an understanding of managing their feelings and behaviour appropriate to their age. The childminder and his co-minder give clear and consistent messages about behaving safely for themselves and other children. This results in all children showing a good understanding of identifying risks and keeping themselves and their friends safe. Children manage their own self-care skills very well. They display growing competence and independence in feeding, dressing and toileting themselves appropriate to their age. The childminder places strong emphasis on providing children with the key skills they need to be well-prepared for the next stage in their learning.

The childminder's care practices are excellent and ensure that children's welfare and emotional well-being are met exceptionally well. Children wash their hands thoroughly, showing an understanding that germs can make them unwell. They routinely wipe their hands dry on individually coloured towels to prevent the spread of infection. The childminder successfully holds back and encourages children to try for themselves. This is very effective in promoting children's excellent personal independence skills and self-confidence.

Well-established working partnerships with parents and regular information sharing helps children settle quickly and comfortably into the childminder's. Detailed information on what children like and can do is shared and noted in discussions with parents about children's starting point. This enables the childminder to have an accurate knowledge of children's welfare needs and abilities as soon as they start. Regular and ongoing confidential information sharing enables the childminder and parents to meet the individual needs of children at all times.

The effectiveness of the leadership and management of the early years provision

The childminder has a clear understanding of the safeguarding and welfare requirements. He has a detailed procedure to follow in the event that he has any concerns about the safety or welfare of any children in his care. This is supported by detailed written policies, which are shared with parents and all adults working in the home. Robust procedures ensure that all adults living in the home have been checked to ensure that they are suitable to be in contact with children.

The childminder effectively delivers a wide range of activities and resources that enable children to make good progress in all areas of learning. He displays a good knowledge and understanding of the learning and development requirements and he effectively monitors all activities that he provides. This makes sure that all children receive a broad and

interesting range of learning experiences, which successfully support their good progress towards the early learning goals.

The childminder has established professional partnerships to share relevant information and to provide consistency in children's learning and development. Partnerships with parents are good and information is shared effectively through daily communication and examples of activities to support children's learning at home.

The childminder is committed to enhancing his provision for children's learning and development. He monitors his practice using a written self-evaluation process. Regular questionnaires for parents are used to evaluate his practice and their views and comments are very complimentary. The childminder's self-evaluation is effective in identifying what he needs to improve. For example, he recognises that not all key persons in settings are as willing to share information as others. Therefore, there is scope to expand the links with all key persons in settings that children attend, including those who are less willing to engage. This will further enhance children's good progress and improve children's consistency and coherence in their learning wherever they are.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY415576
Local authority	Hertfordshire
Inspection number	874331
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	10
Number of children on roll	14
Name of provider	
Date of previous inspection	08/06/2011
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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