

**Inspection date**

21/10/2013

Previous inspection date

12/03/2009

**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 2

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**

- The childminder supports children as they settle into her home. This helps them to develop relationships and become familiar with their new environment, promoting a good sense of security.
- The childminder has a good understanding of how to protect children. This helps her to ensure that they are kept safe in her care.
- Good communication with parents means that important information is shared about children's welfare and potential learning needs. The childminder seeks comments from parents about the care provided, which means that she can take effective steps to enhance the service she provides.
- Children have lots of opportunities to take part in exciting and interesting outdoor activities. This ensures that their health and well-being is successfully supported.

**It is not yet outstanding because**

- Partnerships with other settings children attend are not fully developed. This means that the good exchange of information to support children's learning is not consistently enhanced.
- The childminder does not always help children to fully develop their understanding about health and personal care in relation to food dropped on the floor when pets are present.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children taking part in activities in free-flow play and planned activities in the childminder's home.
- The inspector looked through a range of relevant documentation including the childminder's policies, procedures and children's development records.
- The inspector held a wide range of discussions with the childminder and interacted with minded children.
- The inspector took account of the views of parents from written feedback provided by them.

## Inspector

Ann Cozzi

## Full Report

### Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child aged 13 years in a house in Stevenage, Hertfordshire. The whole of the ground floor and the rear garden are used for childminding. The family has four cats, four guinea pigs, two rabbits and two hamsters as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. The childminder supports a number of children who speak English as an additional language

The childminder operates all year round from 7.30am until 6pm. There are currently 10 children on roll in the early years age group who attends 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:

- extend the information sharing about children's next steps in learning with other providers of care and education they attend to further support their learning
- extend children's understanding of health and self-care with regard to good hygiene when pets are present, for example, by teaching children not to eat snacks dropped on the floor.

## Inspection judgements

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

The childminder shows a good understanding about the educational needs of children in her care. This is because she carries out effective observations and assessments, which ensures planning is effectively based on children's next steps in learning. A two-way flow of information regarding children's achievements is encouraged by the childminder. This ensures that she is aware of what children know and can do, and that parents can extend learning and development at home.

The teaching techniques employed by the childminder illustrate her good understanding

about how children learn through play and investigation. As a result, they show continued interest and concentration on activities. This successfully supports good progress, helping children reach their potential and prepare for their move onto school.

The organisation of the childminder's home means that children are aware of the wide range of toys and activities available to them. As a result, they confidently move around choosing what they would like to do next. The childminder gives children support and encouragement, when required, allowing them to independently lead their own play and learning. She successfully supports all children to develop good language skills. For example, the childminder makes effective use of open-ended questions, allowing children time to think through their reply before responding. As a result, they talk freely about their thoughts, feelings and emotions. For example, they tell the childminder that they think black is a sad colour.

Children develop strong social skills because the childminder helps them to learn about resolving their own disputes and play cooperatively with others. She actively encourages children to explore their imagination and contribute their own ideas. For example, they create an exciting make-believe world using small world figures and cars. Children are able to successfully take turns in conversation. They use good concentration skills as they listen carefully to what their peers have to say and then follow instructions linked to story lines. Children are able to develop their understanding of how to operate information communication technology. This is because they have consistent access to resources which interest them, such as, torches and calculators.

Children have lots of opportunities to take part in physical activities in the childminder's home, garden and during visits to local facilities. For example, when playing football in local woodland, they practice skills, such as running and kicking. The childminder's well-resourced garden also offers children a good range of opportunities to access learning across all areas, weather permitting. Children's independent skills are on the whole promoted well, for example, they wash their own hands before meals. However, on occasion learning opportunities are missed to further extend and build their understanding of the importance of self-care. For example, some children are observed to pick up and eat, snack food dropped on the floor where the childminder's cats freely roam.

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

The childminder provides a warm and homely environment, which effectively helps children to develop strong bonds and attachments. As a result, they show a strong sense of belonging and contentment in an environment where they are well cared for. Prior to starting, the childminder holds a meeting with parents. This ensures that she is fully aware of each child's personal care needs and backgrounds. Children and their parents are able to visit the childminder's home to aid the settling in process. As a result, they are able to meet other children attending and become familiar with the environment. This helps to promote a sense of security and feelings of belonging. Ongoing communication with parents means that the childminder is able to provide care, which is always based on current information about children's personal needs.

The childminder provides good supervision for children, who are helped to learn about what acceptable behaviour is. As a result, they are able to resolve their own disputes and share resources with peers. The childminder acknowledges children achievements because she consistently uses praise and encouragement. This promotes self-esteem and confidence, which in turn helps children to prepare for transition into school.

The childminder successfully teaches children how to keep themselves safe. For instance, they learn how to exit the property safely in the event of an emergency. The childminder effectively meets hygiene requirements. This is because she has registered with her local Environmental Health department, and successfully maintains her home. Children are provided with a balanced range of foods, such as fresh fruit and vegetables. They learn about healthy options through discussion and the broad range of balanced meals and snacks provided. The childminder encourages children to try a wide range of tastes and flavours, which effectively extends the types of foods they eat.

Children who are able to manage their own care needs have access to the first floor bathroom. They are able to easily reach drinks, which helps to ensure that they remain hydrated at all times, promoting good health. Children have lots of opportunities to access fresh air and exercise. For example, they play in the rear garden and enjoy trips to local parks and woodland. This means that they can enjoy physical play activities on a larger scale than is possible indoors.

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

The childminder has a clear understanding about child protection and how to safeguard the children in her care. For example, she undertakes regular safety checks of the environment. This helps her to identify and minimise risks to children inside and outside of her home including trips into the local community. The childminder has a current paediatric first aid qualification. Therefore, in the event of an accident she is able to provide emergency treatment for children.

The childminder has a good understanding of how to meet learning and development requirements. She effectively monitors children's learning, which helps to consistently support their good progress. The childminder initiates discussions with parents, which means that they are kept well informed about their child's achievements. An informative noticeboard provides parents with useful information, such as the childminder's insurance details and training certificates. Parent feedback describes the childminder as 'incredibly supportive' and the service she provides is 'flexible and reliable'. They feel that 'she provides a fair and consistent approach to behaviour management' and is very inclusive. Parents also state that 'activities are brilliant' and that 'children definitely couldn't be bored at her house'. The childminder provides an inclusive service, which ensures that all children are appropriately supported. For example, she learns key words to aid communication for children whose home language is not English. Good relationships have been forged with other providers of care and education children attend. However, there is

room to improve information sharing about children's next steps, further supporting continuity of learning.

The childminder undertakes ongoing self-assessment of her practice. This is informed through a wide range of methods such as the views of parents, children and other professionals. For example, she regularly takes part in peer observations of her practice. This adds further breadth to the monitoring and assessment process. Since her last inspection the childminder has implemented the action and recommendation raised. As a result, she has improved the safety and progress of children attending. This illustrates the childminder's commitment to continually develop the service she provides for children and their families.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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

<b>Unique reference number</b>	158967
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	936875
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/03/2009
<b>Telephone number</b>	

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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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