

Inspection date	20/11/2013
Previous inspection date	15/01/2009

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 has a secure knowledge and understanding of how young children learn. She dedicates her time to the children and creates a welcoming environment for them where they can learn and develop according to their needs.
- Children are safeguarded because the childminder has strong understanding of her roles and responsibility. She effectively implements policies and procedures that ensure children are kept safe.
- The childminder has developed good relationships with the parents. There is a high degree of trust between them. Parents appreciate the time she spends with their children and the detailed information she provides to show how she supports their children's development and welfare.

It is not yet outstanding because

- There is room to reflect the different ways children learn by extending the use of pictures and photographs so that younger children are able to express their thoughts and feelings so that their emerging language skills are further supported.
- There is scope to further develop the outdoor area so that so that it is reflective of the varied range of learning experiences offered indoors.

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 spoke with the childminder and children at appropriate times during the inspection.
- The inspector observed the childminders interactions with the children. She carried out a joint observation and discussed the impact of her knowledge on the children's learning and development.
- The inspector checked evidence of suitability for all adults living at the premises. She looked at a selection of policies and children's records.
- The inspector spoke to a parent and took account of the views of other parents through references and questionnaires left with the childminder.

Inspector

Maura Pigram

Full report

Information about the setting

The childminder registered in 1999. She lives in Bricket Wood, St Albans, Hertfordshire with her one adult child and two other children aged 16 and 14 years. The whole of the childminder's house is used for childminding. There is an enclosed garden for outside play. The family have a pet rabbit.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder operates Monday to Friday, all year round, except bank holidays and agreed family holidays. There are currently six children on roll, of whom three are in the early years age range group and attend for a variety of sessions. She can take and collect children from nearby schools. The childminder is also involved with a nearby out of school provision.

What the setting needs to do to improve further

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

- develop further, the use of pictures and photographs showing familiar events, objects and activities, so that younger children's language skills can be greater supported, so that they can express their thoughts and feelings about activities
- enhance the outdoor area so that it offers rich, varied and imaginative experiences for children that further promote all areas of their learning in the outdoor environment

Inspection judgements

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

Children are progressing well in their learning and development. This is because the childminder has a good knowledge and understanding of how children learn and make progress. She understands what children know and what they can do. She plans age appropriate activities for each child, taking into account their interests and next steps in their learning. For example, art and crafts activities are adapted to suit individual learning needs. During this time, older children learn how to master scissors control and younger children enjoy experimenting with stickers and glue. Children enjoy spending time with the childminder who interacts extremely well with them. They show that they are active learners when they help themselves to the wide range of toys and equipment set out for them. The good quality resources are easily available and are rotated according to children's stage of development and individual interests. For example, children enjoy learning how to operate a keyboard and younger children help themselves to the variety

of other musical instruments. Lots of laughter takes place as the children and the childminder sing-along and carry out actions of favourite songs and rhymes. This supports younger children's emerging speech and language skills and supports their early understanding of numeracy.

Children demonstrate that they are developing good skills to aid their readiness for school. For example, they play co-operatively together and independently select resources that interest them. Older children are helped to recognise sounds of letters and are able to link these to their names. Children show good levels of concentration during activities, such as, construction and imaginative play. Good quality teaching introduces new words to all children during their play. The childminder confidently assists each child as and when necessary. Younger children are helped to link names to animal figures and the sounds that they make. They happily copy what the childminder says and mirror her actions. However, there is scope to use visual aids, such as, photographs and pictures, to further support the good quality teaching that takes place to support children's language skills. Older children are given time to respond to extending questions related to popular stories. This helps children recall past events previously enjoyed. These teaching skills effectively support children's communication skills and help them to make connections in their learning. Children have daily opportunities to engage in physical play. They regularly visit nearby parks where they can take supervised risks in their play. In addition, they visit the nearby woods and a garden centre where opportunities are taken to learn about fish and creatures on display. Children enjoy practising physical skills in the garden, such as riding the wide range of wheeled toys. The childminder provides a running commentary during all activities. This promotes children's self-esteem and allows them time to develop their learning. However, the childminder is yet to fully utilise the outdoor area so that it reflects the good learning opportunities that occur indoors.

The childminder understands the importance of working in partnership with parents. She gathers comprehensive information about children's starting points, individual interests and needs before they start. Continued detailed observations and assessments including the progress check at age two, ensures the childminder has an informative knowledge about children's changing needs. This means that children's learning and development is closely monitored so that any potential learning gaps can be quickly identified. Information about children's progress is shared regularly with parents through daily discussions and the sharing of the 'listen and note' documents. Comments from parents are valued and parents observations of their children are discussed. These are effectively used in planning towards the next steps in children's learning and development. This contributes to keeping parents informed and involved in their children's progress.

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

Children are very settled, happy and confident in the childminder's care. This is because the childminder tailors the day to suit children's individual needs. For example, activities and resources that children enjoy are always easily available so that they can make independent choices. The childminder has a warm and friendly approach and provides a caring and comfortable home for them. She is attentive to them at all times and communicates closely with their parents so that they can work together to meet individual

needs. During the settling-in, children are given time to get to know the childminder and become familiar with their surroundings. As a result, they feel safe and secure in her care. Parents stay with their children while they are settling-in and discuss their child's individual routines, likes and dislikes with the childminder. This means she is able to meet their individual care routines effectively. Younger children's routines are carefully recorded in their diaries. These are shared with parents during collection times. This means parents are fully informed of what children have been doing during the day and there is a good continuity of care between the childminder and the children's parents.

Children behave well and demonstrate that they are happy in the childminder's care. For example, they smile broadly and enjoy lots of laughter during activities. They confidently ask her for help when needed and are helped to make independent choices during their day. The childminder encourages children to play together, helping them learn to share, take turns and care about others. The childminder is a positive role model for children and leads by example to support their social development. For example, she is always calm when communicating with children. As a result, children are respectful towards each other and show that they care for the environment. For example, children know to take off their shoes when they come indoors and older children are very considerate to their younger friends. The childminder visits age appropriate groups when this fits into children's routines so that they can mix with other adults and children of similar ages. As a result, children develop confidence in group settings. This contributes effectively to helping children move forward to the next stage of their learning.

Children's individual dietary needs are known and the childminder works with parents to ensure that meals offered are suitable. Meal times are a sociable occasion and good manners are encouraged. Likes and dislikes are respected and healthy eating habits are encouraged. Children manage their personal care very well. The childminder effectively supports this by providing time for children to manage their own coats and shoes. Similarly, the bathroom has simple equipment so that children can use the soap and dryers to wash their hands without requiring supervision. Children have regular opportunities for exercise and fresh air. The childminder supports their understanding of road safety while on outings and walking to and from school. They regularly visit the nearby park where they enjoy practising their physical skills further, such as, learning to use the slide safely. This helps children learn about using equipment safely. The childminder ensures her home is well organised and well maintained so that any potential hazards are reduced.

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

The childminder has a clear understanding of her legal responsibilities to implement the welfare and learning and development requirements of the Early Years Foundation Stage, to ensure that children are safe and secure. She is an experienced childminder and is committed to offering a high level of quality care to children and families. For example, she undertakes further professional training and ensures her safeguarding information is up-to-date. She has a secure understanding of the procedures to follow if she has a concern regarding children's welfare. As a result, children's welfare is protected. The

detailed policies and procedures are regularly reviewed to ensure these are relevant and contain all necessary information. These are available for parents so that they are familiar with her procedures. The childminder continually risk assesses all areas used by children to ensure they are safe and suitable for use. The home and garden are securely maintained and the childminder follows clear outings procedures to ensure children remain safe at all times.

The childminder has a very positive attitude to constantly developing her knowledge and understanding of childcare issues. For instance, she attends many purposeful training courses, such as how different genders learn. Ideas from this and all training are effectively implemented so that children benefit from knowledge gained. She has completed a detailed evaluation of the service that she provides. She monitors and evaluates her educational provision well, to provide children with a good range of activities and to promote their individual progress. She correctly identifies children's stages of development and understands how to support children. Views of parents and children are sought through discussions and questionnaires, which are all very positive. Since the last inspection the childminder has developed her knowledge and understanding of the characteristics of effective teaching and learning. She has also completed training related to observations and effective planning. As a result, she fully extends children's learning as she sensitively joins in with their play. Equally, she knows when to stand back and allow children uninterrupted time to play and explore on their own. This means that children enjoy a good balance of adult-led and child-initiated activities throughout the day.

The childminder is not caring for any children with additional needs. However, she is aware of the need to work with other professionals who offer specialist guidance as and when the need arises. The childminder has formed positive working relationships with the local school and nursery. She shares information with regards to children's well-being, development and their next steps in learning. The childminder provides parents with a wealth of information including information about how children in the early years learn and develop. Parents' comments are very complimentary, they state that 'their children love coming' and that her input has had a positive impact on their children's achievements at school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	123251
Local authority	Hertfordshire
Inspection number	870948
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	15/01/2009
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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