

Inspection date	20/11/2013
Previous inspection date	15/12/2008

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 provider has a good understanding of how to promote the health and safety of children. She has effectively assessed the risks to her premises and has minimised these to ensure that children can use all accessible areas safely.
- Children develop close relationships with the provider. This is because their initial move into her care along with ongoing support successfully helps them to feel safe and secure.
- Partnerships with parents and other providers of care and education make a very strong contribution towards effectively meet children's individual needs.
- The quality of teaching is rooted in the childminder's good knowledge and understanding of how children learn. As a result, children are very well prepared for their next stage in learning, such as school.

It is not yet outstanding because

- The provider does not always help children to fully develop their independence. For example, she occasionally directs children's creative play.

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 the living room of the provider's home.
- The inspector looked through a range of relevant documentation including the provider's policies, procedures and children's development records.
- The inspector held a wide range of discussions with the provider and interacted with minded children.
- The inspector took account of the views of parents from written feedback provided by them.
- The inspector undertook a joint observation with the provider.

Inspector

Ann Cozzi

Full report

Information about the setting

The childminder was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in a house in Hoddesdon, Hertfordshire. The whole of the home and the rear garden are used for childminding. The family has no 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 operates all year round from 7am until 5.30pm. There are currently three children on roll in the early years age group who attend for a variety of sessions.

What the setting needs to do to improve further

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

- provide further chances for children to develop independent skills, for example, managing personal care needs and expressing their own ideas during creative play.

Inspection judgements

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

The provider has a good knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She undertakes regular observations of children and uses this information to accurately assess their stages of development. This ensures that her planning is well informed and provides appropriate challenge for children. As a result, children enjoy a broad range of toys and activities which interest and engage them. The provider employs effective teaching methods, which supports children to gain the necessary skills to effectively prepare them for mainstream school.

The provider uses a dedicated area of her home, which is child friendly and ensures that children are able to help themselves to toys and resources. This teaches them about making decisions and supports them to lead their own play and learning. Children's individual interests are also taken into account, with regard to organisation, which further stimulates their interest and engagement. The provider teaches children about simple maths by using visual aids during craft activities, which helps them learn how count and recognise numerals. She teaches them to develop speaking skills through interesting conversations linked to what they are doing. For example, children are motivated to talk about their favourite colour 'purple'. Noticing comparisons between pictures given to them by the provider and children talk about the rain they can see outside. They further show

their growing understanding of the world when they tell the provider 'I have a hood on my coat' and 'at home I have wellies and an umbrella'. However, at times the provider does not fully promote children's independent learning. For example, she occasionally directs children's creative play, rather than encouraging them to explore for themselves. The provider teaches children physical skills through visits to local soft play facilities, which enables them to access large play equipment on a scale not possible indoors. Children are encouraged to develop critical thinking, for example, they have fun constructing small world play trains, working out how to fit a range of different shapes together.

Communication with parents is a key strength because the provider actively encourages a productive two-way flow of information. For example, she ensures that parents are fully involved in their child's learning. As a result, from the start of placement they are able to gain an excellent understanding of how they can support learning and development at home. In addition, parents provide detailed written feedback, which clearly reflects their observations of children's achievements at home. This ensures that valuable information about each child's learning needs is exchanged. As a result, the provider is fully aware of what children know and can do, which effectively supports their progress.

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

Before children are cared for by the provider she invites them into her home with their parents. She uses this visit to find out details about each child's personal care and development needs to ensure a smooth transition from home to the setting. This important information means the needs of each child and their family are reflected in the settling-in procedure. As a result, children settle quickly into their new environment, because they feel safe and secure in the care of the provider. Good communication, with regard to care, is maintained throughout every placement. Children clearly show that have developed strong bonds with the provider and that they feel safe and secure in her care. For example, they invite her to join in with some of their games and spontaneously cuddle her during activities.

Behaviour management is good because the provider is clear and consistent in her approach. Children are effectively supported to understand about what acceptable behaviour is. For example, they know that they should not jump off the furniture because they might get hurt. This also helps them to learn about keeping safe. Overall, self-esteem and confidence are promoted well because children are provided with consistent praise and encouragement for their achievements, which they relish. This in turn, supports their participation in learning and as a result, they are well behaved and confident.

The provider has registered with her local Environmental Health department and has also completed food hygiene training. She helps children to learn about how to keep themselves healthy by raising their awareness of good hygiene practice. For example, she makes sure that they wash their hands thoroughly before meals. In addition, the use of individual towels for hand drying means that the risk of cross-infection is significantly reduced. Parents provide their child with a packed lunch, which is stored in the providers fridge. She ensures that this is maintained at the appropriate temperature by the use of a thermometer. Consequently, established daily routines effectively help to maintain

children's good health and protect their well-being. Regular trips into the local community mean that all children have the opportunity to spend time in the fresh air, which further nurtures their understanding about healthy lifestyles.

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

The provider makes sure that she maintains an up-to-date understanding about safeguarding. She achieves this by attending regular training, which ensures that children in her care are consistently protected. Parents are provided with the reassurance that all persons living in the home over the age of sixteen years have been suitably vetted. The provider completes regular risk assessments of all areas accessible to children, including the rear garden. As a result, she has identified all potential risks and taken action to minimise these. For example, sharp knives are kept out-of-reach and children are prevented from entering out of bounds areas.

The provider has a good awareness of her obligation make sure that learning and development requirements are met. She has attended relevant training and makes use of online information about current childcare practice, which has had a positive impact on children's learning. The provider effectively evaluates her practice and as a result, has identified some areas she would like to strengthen. Since her last inspection, she has brought about positive changes linked to the action and recommendations raised. This has resulted in improvements of observations, assessments and planning as well as her monitoring of educational programs. This reflects the providers commitment to improve the service she provides for children and their families.

Partnership working with other settings children attend are very good because they fully promote information sharing about their achievements. As a consequence, children's continuity of learning is fully supported. The provider works extremely well in partnership with parents, for example, she regularly seeks their views and opinions about the service she provides. Parents feel that the provider made their 'transition from maternity back to work much easier'. They report that they 'speak with the provider each day, and we exchange texts if needed'. Parents also say 'I truly value the relationship my child has with the provider so much'. In addition parents have 'recommended the provider to anyone wanting a caring stimulation, safe home from home for their child'. This demonstrates the providers clear understanding regarding the importance and value of partnership working to support children's well-being and learning.

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	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	124015
Local authority	Hertfordshire
Inspection number	870965
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	15/12/2008
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

