

Inspection date	19/11/2013
Previous inspection date	24/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 the children in her care. She assesses the risks to her premises well and minimises these so children can use all accessible areas safely as they play.
- The provider effectively supports children to settle into her home. This helps them to build relationships and become familiar with their new environment, promoting a good sense of security.
- The provider effectively plans a wide range of appropriate and interesting activities, which children enjoy. This successfully encourages their interest and participation. As a result, all children make good progress in their learning.

It is not yet outstanding because

- The provider does not always help children to fully develop their language skills. For example, she does not consistently provide opportunities for them to practise their language and respond to open-ended questions as part of their 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 providers home.
- The inspector looked through a range of relevant documentation including the providers 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.

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 in a house in Hatfield, Hertfordshire. The whole of the premises and the rear garden are used for childminding.

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.

The childminder operates all year round from 7am until 6pm. There are currently four 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:

- extend children's learning in the area of communication and language by providing additional opportunities for them to practise their language and respond to open-ended questions as part of their play.

Inspection judgements

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

The provider demonstrates a good knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She regularly observes and assesses children's development stages across all seven areas of learning and development. As a result, she plans a wide range of activities, which are based on each child's personal learning needs. The provider uses a good range of teaching methods, which means that children are effectively challenged given their age, abilities and starting points. This means that they are gaining all the necessary skills to prepare them for their next stage of learning, such as moving onto school.

The provider organises the environment to ensure that all children are able to easily reach toys and resources. As a result, children are enabled to lead their own play and learning. In addition, children's individual interests are taken into account by the provider, which further supports their engagement in learning. For example, during a role play game the provider teaches children about mathematical concepts, such as, 'big' and 'small'. The provider ensures that children are given appropriate cutlery at mealtimes to support physical development. As a result, they are able to competently use single handed tools, such as, a fork and spoon to eat their lunch. Children's communication skills, are

developing well, although, the provider does not always make best use of opportunities to fully extend this learning. For example, she does not consistently ask open-ended questions, giving children time to respond. At times, this can limit children's opportunities to practice their speaking skills. The provider plays alongside children, which effectively stimulates their interest in battery operated toys. She teaches children that when they press a button the toy makes animal sounds and lights flash. As a result, they have lots of fun successfully identifying a wide range of animals and finding out what sound they make. The colourful environment stimulates children's interests and younger children are very interested in their surroundings, as they crawl around exploring and investigating everything in their path. The provider gets down to the children's level when she speaks to them and they interact with her. The provider takes opportunities to extend children's learning about the world, as she discusses a trip they are going to take into the local community.

Communication with parents is good because the provider actively encourages a two-way flow of information. This ensures that prior to and during placement, 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 her planning. In addition, the provider gives parents specific information, which helps them to understand how to effectively support their child's learning at home.

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

The provider has a clear understanding of children's care requirements when they begin their placement with her. This is because she takes time to discuss their personal needs with parents before they start. As a result, she is able to fully prepare her setting to effectively support children's continuity of care. Ongoing two-way communication ensures that the providers understanding of children's care needs is effectively maintained throughout their placement. Children form strong emotional bonds with the provider, which are clearly shown in their interactions with her. For example, babies relish snuggling to her shoulder for a cuddle. Older children demonstrate a sense of belonging as they move around the provider's home with ease and confidence, showing that they feel safe and secure in the environment.

The provider gives children clear and consistent boundaries, which helps them to learn about what is acceptable behaviour. For example, she effectively promotes their understanding of safe practices, gently reminding them to remove play shoes before going to the toilet, in case they 'slip on the floor'. The provider consistently responds to children's individual achievements with lots of praise, which they thoroughly enjoy. This effectively helps to support their engagement in learning and as a result, children are well behaved and confident. This fosters children's emotional well-being, successfully helping them to prepare for the move to school. The provider gives lots of positive support and encouragement when teaching children how to take care of their own personal needs. As a result, they successfully take themselves to the toilet and show a sense of pride at their achievement. This effectively helps to build children's self-esteem and confidence

Young children are supervised to ensure that they wash their hands at relevant times, such as, after using the toilet and before meals. Hand drying facilities helps to reduce the risk of cross-infection between children, and supports their understanding about effective hygiene practices. The provider has registered with her local Environmental Health department and has completed food hygiene training and training in healthy eating for the under-fives. As a result, children's well-being is enhanced with the provision of a good range of nutritious foods at meal times. Children have lots of opportunities to be outside in the fresh air and take part in physical play. For example, they enjoy trips to local woodland and parks. This helps children to gain an understanding about healthy lifestyles.

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

The provider shows a good understanding of her responsibilities and issues surrounding the protection of children. She makes sure that she undertakes training in safeguarding on a regular basis, which ensures that children are consistently protected. The providers safeguarding policy further demonstrates her clear understanding of all aspects of child protection, including the safe use of mobile phones and cameras. Regular risk assessments are undertaken of the indoor and outdoor environments. This information is then effectively used by the provider to effectively minimise risks to children in her care. For example, she uses a safety gate to ensure that young children are not able to access the stairs unsupervised.

The provider shows a good awareness of her responsibility to ensure that learning and development requirements are met. The training she has attended since her last inspection has had a positive impact on children's learning. The provider regularly reflects on her practice, which helps her to identify her strengths and areas for development. She has successfully implemented the action and recommendations raised at her last inspection, which has improved safety and enhanced the progress of children attending. This shows the providers commitment to continually improve her practice and the service she provides.

There are currently no children on roll who attend other settings, however, the provider has a good understanding about the importance of partnership working to support children's continuity of learning. She has developed good relationships with parents, for example, she makes sure that she regularly seeks their opinion about the service she provides. Parents feel that there 'is a huge variety of things' for children to do 'so they are never bored'. They also comment that their 'child enjoys helping out and learning new things' and have learnt how to 'express themselves clearly'.

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	496880
Local authority	Hertfordshire
Inspection number	819288
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	24/03/2011
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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