

<b>Inspection date</b>	21/11/2013
Previous inspection date	20/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 provides good support for children's learning because she uses teaching methods that successfully engage each child.
- Partnerships with parents are effective and help children develop trusting relationships, which make them feel secure.
- The childminder ensures children's well-being by keeping her knowledge of safeguarding up-to-date through regular training.
- The childminder reflects on her provision to identify weaknesses and takes swift action to secure rapid improvements.

#### **It is not yet outstanding because**

- The childminder has not fully explored all possible strategies to encourage parents to continue to share information about their child's progress.
- There is scope to provide further opportunities to promote children's independence at mealtimes.

## 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 activities in the sitting room and conducted a joint observation with the childminder.
- The inspector and the childminder had conversations at appropriate times during the inspection.
- The inspector looked at children's assessment records, planning documentation, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents from information provided by the childminder.
- The inspector checked evidence of suitability and qualifications of the childminder and other household members aged over 16 years.

## Inspector

Alison Reeves

## Full report

### Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Bishops Stortford, Hertfordshire. The ground floor and the upstairs bathroom are used for childminding purposes.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of 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 further the ways for parents to contribute to children's learning and progress
- provide as many opportunities as possible for children to develop their independence at meal and snack times, for example, by exploring the use of non-lidded cups.

## Inspection judgements

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

Children are making good progress in their learning and development because the childminder offers an interesting and thoughtfully planned range of activities. The prime areas of learning are the focus for the youngest children. This supports them in developing confidence and self-assurance, which means they are eager to participate in the many learning experiences on offer. Children's communication and language is effectively promoted because the childminder includes lots of singing and time for speaking and listening together. While looking at books, children have time to study pictures in detail and to label what they see. The childminder helps the youngest children to demonstrate what they know and understand by asking children to find certain animals in the picture book. She uses props to support her teaching so children have opportunities to engage in practical tasks and this makes their learning effective. For example, when using a sack filled with soft toy farm animals, one child pulls out an animal, tries to name it and with the childminder makes the noise. They 'moo' and 'baa', looking for a picture of

the animal in the book. The childminder and child both show active listening, giving each other time to speak and process information. The childminder's modelling in this way supports young children well.

Children's interests are the basis for the childminder's planning. She is skilled in using what children enjoy when identifying the next steps in learning. Following a successful session at a music group, the childminder identifies a next step to learn more popular and traditional songs to support greater involvement and enjoyment. She teaches the child a song about parts of the body. The child is now using this knowledge in play and interaction with the childminder. The child spontaneously looks for the eyes on each animal and points to his own. The childminder asks about his mouth and nose and the child is able to point these out himself in the pictures and on the toys. This clearly shows the impact of teaching on children's learning and the use of suitable techniques to secure progress. The childminder uses a fondness for vehicles to help children develop mathematical understanding, to count the cars, match similar vehicles and to find more and less. When filling the bus with passengers the childminder counts aloud and explains how many seats are left. She uses mathematical language well to help children develop their vocabulary to support their problem solving.

Children's progress across the seven areas of learning is consistently good and this ensures they are prepared for the next stage in their learning. Parents are well informed about their child's progress through discussion and the photo learning journey book. The childminder identifies gaps in learning and devises precise next steps. However, the childminder has not fully explored all possible ways in to encourage parents to share what they know about their child ongoing development.

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

Children settle very quickly because the childminder and parents work effectively on settling in over a period of time that suits the child. The childminder makes sure she has all of the relevant information so she is ready to provide for children's specific needs and routines. Children's emotional well-being and sense of security is given high priority, children feel confident and ready for new challenges. The childminder encourages children's independence by helping them to become confident in making choices and decisions. The childminder's approval and recognition mean children are self-assured and feel good about themselves. There is opportunity to support and extend this further with the youngest children by exploiting chances to drink from a non-lidded cup when sitting at a table with the childminder.

Children are well behaved; the childminder uses consistent strategies and role models acceptable behaviour well. As a result, children learn quickly to share, take turns and use please and thank you with little or no prompting. The childminder is equally consistent in delivering safety messages. On their daily walks, the youngest children progress from using the buggy to walking wearing reins. This gives them some independence and opportunities to be more physically active while under the very close supervision and control of the childminder. Children learn about road safety on their walks and about the

hazards around them as they stop to watch the builders working. The childminder uses these experiences to talk about what is happening and to reinforce safety messages.

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

The childminder has a secure knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. She meets all of the legal requirements and ensures a safe environment for children. Adults in the home have undergone the relevant vetting procedures to ensure their suitability. The childminder checks the identity of visitors and logs their details. The childminder keeps up-to-date with safeguarding by attending regular training and reviewing her practice, policies and procedures. As a result, she has the latest information from her local authority and is confident in being able to recognise and report any concerns about children's safety or well-being.

The childminder monitors her provision successfully. She identifies areas for improvement and takes steps to overcome any weaknesses. She has been instrumental in organising local training for childminders. The most recent training on child development underpins her practice and ensures the planning and assessment for children is successful in meeting their individual needs. The childminder uses a number of tools to evaluate her provision for children including her own reflections and discussions with other childminders about practice issues. Parents and children are equally valued and their contributions are vital in shaping the provision.

The childminder works successfully with parents and relationships ensure effective communication in most aspects. Parents say they are very happy with the service provided. They say the childminder provides a welcoming environment; their children enjoy their time in her care and are making good progress in their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	123786
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	870960
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/11/2009
<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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