

Inspection date

Previous inspection date

25/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Young children are supported well in their progress as good play provision ensures that children are ready for the next steps in their learning. The childminder plans effectively to promote and extend children's learning based on their starting points, likes and interests.
- Children are learning good social skills as they are cared for in a well-organised and caring environment. Children's individual care needs are monitored and met as the childminder had established good links with parents.
- The childminder has an effective evaluation process. She monitors the play and learning provision for the children and the service she provides for families.
- Children are protected as robust safeguarding procedures and effective risk assessments monitor and maintain their well-being at all times.

It is not yet outstanding because

- The childminder does not consistently share the children's developing skills with parents, to enable them to support their children's learning at home.

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.

Inspection activities

- The inspector observed children wake from a morning sleep, have a mid morning snack and eat their lunch.
- The inspector sat with the childminder and the children and watched as they played in the lounge.
- The inspector talked to the childminder about the personal care needs of the young children in her care.
- The inspector looked at a selection of documents that help ensure the well-being of the children and that show the childminder meets the welfare requirements.

Inspector

Tina Kelly

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register. She lives with her husband and young child in Abbots Langley, near Watford in Hertfordshire. The whole of the property is used for childminding. One of the bedrooms is set out as a playroom, this is used under supervision. There is an enclosed garden for outside play. The family have two pet goldfish.

There are currently two children on roll in the early years age range, they are cared for on a full- or part-time basis, during school terms. The childminder has an assistant who occasionally work alongside her when needed. She offers care all year round from 7am 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:

- improve the links with parents to support them in teaching their children important skills at home, that have been identified in planning for the next steps in their learning.

Inspection judgements

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

The childminder provides a broad range of play and learning experiences for children of all ages. She finds out about children's starting points by talking to parents and using the 'All about me' form as they come into her care. This information is updated each term so the childminder consistently plans for children's individual, developing learning needs very effectively. Children's progress is monitored through assessment grids, which show they are making good progress in relation to their ages and stages of development. However, although the childminder is aware of the children's developing skills and next steps in their learning she does not always share this information effectively with parents. They are not fully supported in extending their children's learning at home. For example, she does not share the detail of the songs and stories that she uses to develop and extend the young children's language skills.

The childminder sets out her home to meet the play and learning needs of the young children in her care. Children gain great confidence in their developing physical skills. The childminder sits on the floor and teaches them how to crawl through the play tunnel to go inside the tent. She teaches children to think for themselves and work out how to find their way out of the different doors in the tent. Children look to the childminder for

support and reassurance as they peep around the tent and find their way back to her. They are keen to explore with very good support and assistance from the childminder when needed.

Children's communication and social skills are developing well as the childminder teaches children to look at books and to handle them with care. The childminder shows children how to sit with the book on their lap so they can turn the pages easily. They are beginning to show interest in the pictures, and this is extended as they are taught to push the button that creates a noise linked to the animals in the story. Children show great delight and repeat the actions they learn from the childminder. They are keen and active learners, willing to have a go, finding out and exploring the very good selection of books readily available around the room.

The childminder has effective plans in place to ensure she provides challenging and age-appropriate learning experience for children of all ages. There is a well-resourced playroom to extend and develop the learning experiences for older children. Children's play and social skills are developing through a range of well-planned activities and events both in the home and at toddler and play sessions. Young children take part in well-planned play opportunities, which support their learning and prepares them for new experiences, such as pre-school, nursery and school.

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

Children form strong bonds with each other and their childminder. They are confident in relating to other adults. Consistent daily routines support the children in learning about what is expected of them. They are cooperative at nappy change times, and they are very keen to be lifted and put in their high chairs at snack and lunchtime. Children are learning good personal skills as the childminder talks to them, explaining what is going to happen next. She teaches the children how to hold spoons and to pick up the food, so children are beginning to feed themselves. Children are attentive and begin to develop positive attitudes towards healthy lifestyles as the childminder prepares nutritious home-made snacks and lunch foods. They manage the rice cakes and sandwiches with ease and enjoy the challenge of picking up thin slices of cucumber. The childminder helps them with yogurt and fruit puree, she introduces new flavours and textures to extend the young children's eating experiences.

The childminder uses the information given by parents when young children come into her care as the basis for developing their personal and social skills. She introduces simple rules, such as, not walking over the toys, to teach children about their own safety. She moves books and tells them not to tread on the pages, as they may slip over. The childminder provides a well-managed play space for young children to learn and play in. The childminder plans the week's routines around the personal care needs of the children, such as sleep times. When children are learning to walk the childminder provides resources and opportunities to extend and support their physical abilities. For non-mobile babies the lounge is set up with tunnels, tents and a ball pool to encourage children to move around and explore. The childminder is aware of the importance of ensuring all

children have opportunities to practise their newly acquired physical skills, in the garden, at toddler play groups and at the park.

The childminder supports young children's emotional needs as she knows the children well. She reassures them when they wake from the morning sleep and sits with them on her lap when they become tired or need comforting. The childminder understands the importance of developing the children's confidence to ensure they have the social skills they need to play with other children, explore and take on new challenges as they play and learn.

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

The childminder consistently reviews the documents she uses to monitor and maintain the welfare of the children and for the smooth running of the childminding arrangements. She uses the Statutory framework for the Early Years Foundation Stage and supporting documents to ensure that she promotes and extends children's learning experiences. Children are protected as the childminder has a good understanding of safeguarding issues. All adults in the home have the required suitability checks in place. The childminder uses the Local Safeguarding Children Board documents as the basis for her safeguarding policy. The information is shared with parents in the childminder's parent pack. Effective risk assessments and procedures are in place to ensure the safety of the children in the home and on outings.

The childminder has well-established links within the community. She uses the children's centre toy library and play groups, as well as seeking training, support and advice when needed. There is an effective evaluation process in place, the childminder identifies areas of her practice which work well, and she has action plans in place to consistently improve and raise the quality of her practice where needed.

The childminder establishes good relationships with parents. She uses a range of different methods to keep parents informed about their children's achievements and her routines. Photographs are shared on secure social media sites, she emails the children's diary every day so parents are kept up-to-date and are made aware of any issues that arise through the day. A mobile telephone application is used to share information instantly, this is particularly useful during the settling process, to reassure parents that children are settled and happy in the childminder care. Parents are informed about the early years foundation stage and how the childminder records children's achievements, with a detailed page in the parent hand book. Parents make comments on the children's assessment records and they praise the childminder on how their children have progressed and developed.

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	EY463969
Local authority	Hertfordshire
Inspection number	922964
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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