

Inspection date	26/11/2013
Previous inspection date	17/01/2011

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

- Children are provided with a varied range of interesting and age-appropriate activities and experiences including purposeful outings. As a result, they make good progress in their learning and development.
- Children are settled and secure because they have formed close bonds and attachments with the childminder. Their health and safety are a priority and appropriate safeguarding procedures are in place to protect them.
- The childminder is committed to improving the childminding provision and providing the best care for children.

It is not yet outstanding because

- There is scope to support younger children's communication and language skills further by using visual aids and more extending questions during story times.
- There are further opportunities available to enhance children's independence during meal and snack times.

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 interactions between the childminder and the children. She also held discussions with the childminder and engaged in children's play at appropriate times during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector checked suitability documents and sampled the children's individual learning and development records and observations. She looked at a selection of policies and procedures and the childminder's self-evaluation document.
- The inspector took into account parents' views through parent questionnaires.

Inspector

Maura Pigram

Full report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a second floor flat in Abbots Langley, Hertfordshire. The whole of the flat, which includes, a playroom, are used for childminding. There are nearby parks or communal gardens for outdoor play.

The childminder attends age-appropriate groups with children. She takes and collects children from the local schools and pre-schools. There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30 am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of a local childminding group.

What the setting needs to do to improve further

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

- continue to focus on the prime areas of learning for younger children, such as, communication and language development, by using more carefully framed questions and visual aids during story times so that children's language skills are developed further
- provide further opportunities for children to be involved in the preparation and serving of food and drinks so that their independence and confidence in their own abilities can be further extended.

Inspection judgements

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

The childminder understands that children learn best when they are busy and engaged in activities that interest them. She knows the children well, what they can do and what the next steps in their learning are. They display good characteristics of effective learning as they freely help themselves to resources available for them. The childminder ensures that activities and toys that individual children enjoy playing with are set out for them before they arrive. This means that they can quickly engage in play and learning. Some children love the challenge of completing jigsaws. The childminder sits alongside the children during their play providing support and guidance as necessary. As a result, they successfully complete the task and have a discussion about the completed picture. This supports children's language skills and they develop good levels of self-esteem. Through

observations, she knows that certain children particularly enjoy using interactive toys, such as a cash till and a microwave. The childminder uses the toy-library well to support their play further by borrowing equipment that she knows children will enjoy. The childminder also makes good use of the children's centre activities to extend children's learning and development. During these times children enjoy a range of experiences, such as dancing to music and carrying out art and craft activities. This provides children with opportunities to mix with similar aged children and supports their personal, social and emotional development. In addition, children regularly visit animal parks and a lido in the summer where they enjoy exploring with sand and water. These outings contribute to helping children develop an understanding of the wider world.

Children demonstrate that they are developing good skills to aid their readiness for school. For example, the childminder supports children to learn about shapes, colours and numbers throughout their play and on outings. Some children readily count objects and show an interest in writing their own names, which the childminder supports through their play. Children love books and the childminder fosters this enjoyment by reading regular stories. She ensures they are all comfortable so that they can follow the story with ease. Children excitedly carry the 'library bag' into the living room and choose their favourite books to share. Children concentrate for a long period of time and they learn that print carries meaning. They develop an enjoyment of reading which will grow with them as they move on in their learning. During the story, the childminder introduces new words, such as rough and smooth, which supports children's emerging language. However, the childminder does not routinely use visual aids or extends her questions at these times so that children have further opportunities to express their thoughts and ideas. This means that at times the good learning taking place is not as sharply focused as it could be.

Since the last inspection, the childminder has developed her knowledge so that information gained from parents about their children's starting points and ongoing progress is clear. This is effectively used in planning. For example, she plans purposeful and interesting activities that are suitable for individual children. Each child has a learning journal which contains written observations and details of the child's progress. Photographs and examples of children's achievements are also included. Regular observations and assessments, including the progress check at age two, are carried out and shared with parents. Comments from parents are valued and information about their child's learning and ideas to extend this are exchanged. This means that parents are successfully involved in their children's progress.

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

Children enjoy warm relationships with the childminder and show that they have secure attachments with her. They are well-motivated to explore the play environment and to engage actively in learning. Children's routines, interests and dietary needs are discussed before children start. The childminder takes positive steps to ensure these are met and that children feel settled and secure. For example, comforters are easily available and

children can sleep according to their needs. The childminder is mindful of ensuring children feel settled and secure. For example, she buys children's mugs and plates reflecting their favourite characters so that these can be used during the children's day. This contributes to children feeling valued. The childminder records all required information and gathers appropriate written consents from parents. As a result, there is a continuity of care between the childminder and the children's parents. This helps children to make a comfortable and smooth transition from home into the childminder's care.

Children are encouraged to behave well and clear boundaries contribute to this. For example, they are encouraged to treat each other with respect. Children are reminded to share their toys and are helped to play co-operatively together. For example, younger children are encouraged to roll a popular ball to each other. Lots of praise helps them to be kind towards each other and promotes their self-esteem. Consistent messages help children learn right from wrong. The outings to age-appropriate groups means that children develop confidence in group settings. This contributes effectively to helping children move forward to the next stage of their learning. The childminder continually reviews her resources so that they are suitable for children. She has recently created a playroom and she is continually adding to her resources so that these are varied and offer challenges.

Children are developing a good understanding of health and safety. They are encouraged to wash their hands before eating and after using the toilet. They use individual towels to minimise cross-infection. The childminder works with parents regarding the provision of meals which are healthy and nutritious. Any meals provided by parents are suitably stored. Meals are eaten at a child size table and good manners are effectively encouraged. However, there is scope to involve children more fully in the preparation of meals so that their independence and self-care skills are further promoted. For example, children have limited opportunities to make choices about preparing or serving their own lunch and pouring their own drinks. Children's understanding of road safety is supported on outings and when walking to and from school. They take part in regular physical exercise. For example, they visit parks and indoor soft play areas where they can practise their physical skills. The community garden is used in better weather when children have opportunities to play ball games.

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 requirements of the Early Years Foundation Stage, to ensure that children are safe and secure. She has a clear understanding of safeguarding children procedures, such as possible symptoms of children at risk and how to respond to concerns. She ensures all her documentation contains all the relevant information needed to protect children. She ensures she informs the regulator of any changes within her home and is aware of the need to notify them of any other significant events. This contributes to ensuring the welfare of children is maintained at all times. The childminder helps to protect children

from harm by ensuring her home is safe, clean and well-maintained. She carries out risk assessments for all areas used by children and includes outings in this process. She ensures her doors are secure and children are within sight or sound at all times so that they are kept safe.

Since the last inspection, the childminder has taken effective steps to improve the outcomes for children. She has a positive attitude to constantly developing her knowledge and understanding of childcare issues. For instance, she attends many training courses and has evaluated her practice. Targets set by the childminder are realistic and take into consideration parents' and children's views through regular questionnaires. The recommendations raised at the previous inspection have been successfully addressed. For example, children's starting points are now well-known and the next steps in their learning are identified and used in planning. As a result, the activities and experiences provided promotes children's learning and development well.

The childminder has a close relationship with parents. She provides a flexible service to meet their children's needs. Discussions regarding children's ongoing progress and their care needs take place regularly. Learning journals are sent home regularly so that these can be shared with the whole family. As a result, there is a continuity of care and learning between the childminder and the children's parents. The childminder has begun to establish links with other early years settings that minded children attend. They have exchanged planning ideas so that the childminder can support learning that has taken place at pre-school. Policies and procedures are in place and are discussed with parents. The childminder maintains all required documentation. She is a member of a local childminding network group where good ideas to share with children are discussed.

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	EY363401
Local authority	Hertfordshire
Inspection number	870828
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	17/01/2011
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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