

**Inspection date**

24/10/2013

Previous inspection date

09/12/2008

**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 childminder provides an abundance of resources, activities and different play areas for children to choose. This gives children the independence to make decisions on where and what they want to explore.
- The children benefit from the childminder's effective teaching methods. She makes very good use of open-ended questions, which gives children the time and opportunity to think and do for themselves
- Good partnerships with parents give the childminder an accurate knowledge of children's abilities and interests. This ensures that she provides interesting and appropriately challenging experiences to promote children's good progress in their learning.
- Children display very strong bonds and attachments to the childminder and her family. This successfully promotes their feelings of safety and emotional well-being.

**It is not yet outstanding because**

- There is scope to improve the childminder's planning of individually tailored learning experiences in order to expand children's continuing learning and development.

## 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 spoke to, and interacted with the childminder and with children throughout the inspection.
- The inspector and childminder jointly observed and discussed children's learning and playing in the cabin.
- The inspector examined a selection of information and documentation relating to the children's safeguarding, welfare and developmental progress.
- The inspector looked at the resources and equipment provided and how effectively they are organised to support children's play and learning.

## Inspector

Susan Parker

## Full Report

### Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who works as her assistant, and three children aged, 17 years, six years, and four months old, in Saint Albans, Hertfordshire.

The whole of the ground floor of the childminder's house and the bathroom and toilet on the first floor are used for childminding. There is an enclosed garden for outside play and a cabin in the garden has been converted into additional play space for children. The childminder attends local pre-school groups, farms and soft play areas. She visits the shops and park on a regular basis.

The childminder operates each weekday from 7.30am until 7pm, with the exception of bank holidays and family holidays. Children attend for a variety of sessions. There are currently two children attending who are in the early years age group.

### What the setting needs to do to improve further

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

- enhance the monitoring of educational programmes to extend the focus of planning and clearly identify which aspect of learning the activities intend to achieve for individual children to further support their already good progress.

## Inspection judgements

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

Children are happy and interested in participating in the wide range of activities and learning opportunities provided by the childminder. She is skilful in engaging children's curiosity in activities by using open-ended questions, enabling the children to think for themselves. This effectively enables children to learn new skills and make good progress. The childminder regularly observes the children and monitors their progress in a well organised way based on accurate starting points for each child in her care. Children benefit from the childminder's good knowledge about their interests. She uses their favourite toys to gain their interest and further their learning. For example, children who enjoy jigsaw puzzles are provided with a variety of different themes and subjects. They talk about the shape and the direction the puzzle pieces may fit. They discuss the animals and the noises they make and sing old MacDonald's farm. This enables children to link the learning through various play activities. The childminder plans and provides further learning experiences to meet children's changing needs and interests. However, there is

scope to improve the planning of individually tailored learning experiences in order to sharply focus on the precise learning intention. For example, the jigsaw puzzle activity, intended to help children's pronunciation of new words or vocabulary, is not successful in introducing new words. Children are familiar with the farm animal's names and they successfully put the pieces in the correct place. Although, this was not the planned activity, children enjoyed their play and succeeded in constructing the complex jigsaw.

Children are making good progress in the prime areas of learning, based on accurate assessment of their starting points. They communicate well because the childminder provides good opportunities and encouragement for their continuing development of their speech. Children's communication and language is rapidly developing within the expectations for their age. Children display high levels of confidence and self-esteem. They chat freely to the childminder and inspector showing they are confident communicators and their personal and social skills are meeting expectations.

Children participate in regular activities which promote the development of their physical skills. They regularly participate in and expand their physical skills by using equipment and toys in the garden and in the park. Activities, such as football, introduce children to game rules as well as physical skills, promoting their all-round development. Children competently use tools safely, for example, scissors and cutlery. They learn to recognise the changing seasons and weather through spending time outdoors and exploring nature.

The childminder provides a good choice of challenges for children to move them on to the next stage in their learning. She ensures that children regularly attend pre-school groups to expand their understanding and confidence in learning in group situations. For example, children attend age-appropriate toddler and pre-school groups. This promotes children's confidence and self-assurance in readiness for school or the next stage in their learning. The childminder gives high priority to promoting children's good levels of confidence, self-esteem and independence. This ensures that they are progressively displaying the skills they need to continue to be eager and confident learners.

The childminder has established partnerships with parents. This successfully enables information to be shared effectively and ensures that children settle quickly and happily into her setting.

Children benefit from visits to local farms, parks and shops. This gives them first hand experiences of the local community and an understanding of the world around them. Children are happy and laugh frequently during play. They show cooperation as they hold hands to move and sing about the rocking boat. They are beginning to learn to share and take turns because the childminder gives them clear direction and explanation. This is very effective in children displaying very good personal social and emotional skills, and an enthusiastic attitude to learning. The childminder praises children's attempts, efforts and achievements and this gives children pride and confidence to continue to be effective learners.

The childminder demonstrates very good quality teaching. She has an extremely good knowledge of the areas of learning and how children learn. She provides valuable and assorted learning experiences for children which enables all children to work comfortably

within the typical range of development for their age and ability.

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

Children display strong secure bonds and attachments with the childminder and her husband which enables children to feel confident and secure. Children are happy and enjoy their time with the childminder. They benefit from a highly stimulating, well-resourced environment. Children choose to play in the lounge or in the attractive cabin in the garden. They also use the playroom for messy activities and meals. The garden is well equipped with challenging activities, such as, a climbing wall and the close by park is used daily for fresh air and exercise.

Children's behaviour is very good. The childminder uses clear explanations and directions which are successful in helping children to understand acceptable behaviour. They participate in activities which enable them to discuss and express feelings, for example, recognising different facial expressions. This enables them to manage their feelings and behaviour appropriate to their age. Children show a developing understanding of identifying risks and keeping themselves safe because the childminder gives children clear and consistent messages about safe behaviour. For example, explaining that the garden equipment is wet because of the rain and, therefore, slippery. Children are displaying growing competence and independence in managing self-help skills. They remove their garden shoes and line them up carefully in the hall. The childminder recognises their achievements and praises them. This enhances their confidence to continue to learn and succeed. The childminder is vigilant; she stays close by to protect the children but gives them the time and encouragement to try for themselves.

Children display good levels of independence and understanding as they blow on their lasagne as they understand it might be hot. Children name all the fruit and vegetables they eat at snack and lunchtime. Children wash their hands thoroughly, understanding that germs can make them unwell. Children routinely wipe their hands dry on a paper towel and dispose of it in a bin. The childminder makes sure that children are independent in their self-help skills, appropriate to their age, by giving them direction and encouragement. She effectively holds back and encourages children to try for themselves. This successfully supports children's personal independence skills and self-confidence.

Children's welfare and emotional well-being are met well as a result of the childminder's good care practices. Children are provided with balanced home cooked meals and snacks, which the childminder delivers in agreement with parents to ensure all diets, are healthy and meet individual needs. Activities, such as, growing fruit and vegetables in the garden and cooking activities further support children's understanding of adopting healthy lifestyles.

Strong working partnerships with parents and regular information sharing helps children settle into the childminder's. Detailed discussions with parents about children's starting points, likes, dislikes and interests ensure that the childminder gains an accurate knowledge of the children's starting points, welfare needs and abilities as soon as they

start. Ongoing confidential information sharing enables the childminder and parents to meet the individual needs of children at all times.

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

The childminder provided a satisfactory response to the action. She displays a detailed understanding of the safeguarding and welfare requirements. She has clear procedures she will follow if she has any concerns about the safety or welfare of children in her care. All adults living within the home have been checked to make sure that they are suitable to be in contact with children. As a result, children are safe and secure in the childminder's care.

The childminder displays a good knowledge and understanding of the learning and development requirements. She monitors the activities she provides and makes sure that all children experience interesting and varied learning experiences, which support their good progress. She effectively monitors and makes improvement to her practice by actively asking for feedback from children and their parents. Strengths and weaknesses are effectively identified and the childminder has promptly addressed weaknesses in her practice by improving her knowledge of safeguarding children procedures. She thoroughly risk assesses all areas of her premises and outings to ensure children are safe and well cared for at all times. She has improved her assessment and monitoring of children's learning and development; however, there is scope to improve this further to enhance children's good progress.

The childminder has established professional partnerships to share information confidentially with parents and to make sure that children receive consistency in their learning and development. She is fully aware of extending these links to other settings and schools when children attend in the future.

### **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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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>	EY370655
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	896435
<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/12/2008
<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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