

<b>Inspection date</b>	12/12/2013
Previous inspection date	01/12/2009

<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 has a good understanding of how children learn through play; she provides interesting and challenging toys and resources for children of all ages. Good play provision ensures children are prepared and ready for the next steps in their learning.
- Children feel secure as the childminder provides a calm, caring and child friendly environment. Children are encouraged to make independent choices about their play. Resources are of very good quality and suitable for children of different ages and stages of development.
- The childminder has a secure knowledge of how to meet and maintain the Statutory framework for the Early Years Foundation Stage. Robust safeguarding procedures and effective risk assessments ensure children are cared for in a well-managed environment.

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

- The childminder does not consistently share the children's developing skills with parent's 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector talked to the children and joined in as they took part in an art activity and pretend play.
- The inspector talked to the childminder about the children's individual care routines and progress.
- The inspector looked at a selection of documents in relation to the safeguarding and welfare requirements.
- The inspector looked at letters of recommendation from parents provided as evidence for the inspection.

## Inspector

Tina Kelly

## Full report

### Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and one adult child on the outskirts of St Albans city centre in Hertfordshire. The childminder uses the whole of the ground floor for childminding; children do not generally access upstairs, other than for young children to sleep and to use the family bathroom. There is an enclosed garden for outside play. The family have a small pet dog.

There are currently seven children in the early years age group on roll, they are cared for part-time and around school times. Older children are also cared for after school and in the school holidays. The childminder operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays.

### 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 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 plans a broad educational programme for children of all ages. She sets out resources and toys around her home to enable children to explore the good quality toys and to develop their own play ideas. The childminder knows the children well. She talks to parents to find out children's routines, likes and interests when they come into her care. She uses this as the basis for their continued learning. Children's progress is monitored through regular assessments and discussion with parents, the information is used as evidence in the progress check at age two years. Observations in the children's learning journals show the childminder plans for children of all ages to take part in a varied and interesting range of activities, outings and events. However, information gained from assessments and the planning for the next steps in the children learning are not always shared effectively with parents. For example, the childminder teaches children about colours and shapes through the interesting art activities. Parents are not always made aware that they can extend these learning opportunities at home to further support their children's learning in preparation for pre-school, nursery and school.

Young children are encouraged to make independent choices about their play. They move freely around the home and use their favourite toys with great confidence and good show concentration skills. Children become engrossed in the resources for imaginative play, they

offer cups of tea and dinner to the childminder and inspector demonstrating good social skills. Children have time to develop their play. Children are competent in making their needs known to the childminder. They ask for chairs to be set around the small table so they can extend their home play. Children keep trying, and enjoy achieving what they set out to do as they manipulate play food, pans, shopping baskets and pushchairs with babies. This promotes their physical and coordination to a very good level. Children's social skills are developing well, children talk about their own experiences in the wider world and they are given time and opportunity to reflect on previous events they have taken part in. Children are active learners, they are keen to join the childminder when she offers a printing activity. Adult-led art activities teach children about shape, colour and the names of animals with appropriate support. The childminder provides pre-inked stamps that are suitable for the younger children. She teaches them to hold the small blocks, she talks about the colours and animals and how they will print out. Children are learning to pronounce new words and to practise their language skills as they guess what the print will produce. Older children can predict the colours and animals; they are beginning to make lines and patterns with the printed pictures. The childminder supports the prime areas of children's learning to a good level.

The childminder adapts and extends the activities she provides to meet the developing needs of all children. She plans the daily routines and planned activities to ensure children cared for after school have opportunities to be involved in the planned activities. Children learn about the wider world with regular outings to the community and toddler groups. Planning is based on seasons, cultural festivals and the children's developing interests. Children are gaining the skills they need to support their learning and to prepare them for nursery and school.

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

Children form strong bonds with their childminder and the children cared for. They interact and share well as they play happily alongside each other. Regular routines through the week ensure children feel secure. Young children let the childminder know when they become tired, they cooperate at nappy change times, which are managed well. They have their own comforters, go upstairs to their own cots and settle quickly to sleep. Children like to be involved in helping to get the table ready for snack and lunchtime. They can talk about the snack foods from home, relating to family members and recalling previous events. Older children enjoy looking through their learning journals. They name children who are no longer cared for, they talk about their friends and activities they enjoyed in the past.

Children understand what is expected of them. The childminder has a consistent approach to implementing simple rules, which teaches young children how to manage their own behaviour and safety. She teaches all children to be aware of the environment around them. They learn about road safety when walking to and from school and when out in the community. Children help to put toys away when they have finished playing, they are reminded not to take the other children's chairs and to return to their place at the snack table. They respond well as the childminder thanks them and explains that everyone has their own place with their own snack. Children's personal skills are supported to a very

good level, the childminder talks to the children about what they like and remind them to eat nicely.

The childminder liaises closely with parents to help in supporting children to settle in her care and other early years settings. The childminder plans effectively to promote and extend children's personal, social and emotional development to a good level. Children are gaining in confidence and they look forward to taking part in new experiences with a growing sense of self-awareness and self-esteem.

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

The childminder is aware of the importance of reviewing and updating the documents she uses to ensure the safety of children. She uses the Statutory framework for the Early Years Foundation Stage guidance as reference to ensure she consistently meets the requirements to a good level. All children are protected as the childminder reviews and updates her understanding of safeguarding issues. She attends training and uses the Local Safeguarding Children Board documents as the basis for her policy and procedures. Robust risk assessments are effective in identifying and managing risks to children in the home, garden and on outings.

The childminder has an effective evaluation process which enables her to continually review and improve her practice. She is aware of aspects of her practice that works well and has identified areas to be improved. Planning sheets with additional notes show how she evaluates the learning opportunities she provides for children. She uses children's centre early years services, local support groups and information from websites to support her in continuously improving the opportunities for children and the service to families.

The childminder has established very good links with parents. She informed them of her inspection and they provided her with letters of reference that have been used as evidence in the inspection process. All parents said they were very happy with the play and learning experiences their children take part in. They were very complimentary about the relationships that have been built and how they feel their children are safe and well-cared for. They also comment on the flexible care arrangements that the childminder provided, sometimes at short notice. The childminder uses text messages to share comments and photographs of important aspects of the children's day. She shares information about the children's personal care needs on a daily basis, talking to all parents at the end of the day. When very young children are cared for parents are kept informed about their personal care needs with the use of a daily diary.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	123331
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	870950
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/12/2009
<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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