

Inspection date	15/01/2014
Previous inspection date	12/08/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 to promote the safety of the children in her care. She assesses the risks to her premises well and minimises these so children can use all accessible areas safely as they play.
- Children relate very well to the childminder, showing that they feel safe and secure in her care. This supports their well-being and independence.
- The childminder builds good relationships with parents, which helps her to keep well informed about their children. This enables her to provide effective care, which is successfully tailored to their particular needs.
- The childminder effectively plans a wide range of stimulating play opportunities, which children enjoy. This encourages their interest and involvement. As a result, all children make good progress in their learning.

It is not yet outstanding because

- There is scope to enhance opportunities and extend the enabling environments inside, supporting children to expand their knowledge and understanding of natural materials and the natural world.
- There is scope to enhance the use of the outdoor environment to ensure that it consistently offer a wide range of opportunities for purposeful learning across all areas.

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 children taking part in activities in the childminder's home.
- The inspector looked through a range of relevant documentation including the childminder's policies, procedures and children's development records.
- The inspector held a wide range of discussions with the childminder and interacted with minded children.
- The inspector took account of the views of parents through information provided by the childminder.
- The inspector undertook a joint observation with the provider.

Inspector

Ann Cozzi

Full report

Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three grown up children in a house in Sawbridgeworth, Hertfordshire. The childminder uses the ground floor of the house and the rear garden for childminding. The family has a pet dog and goldfish as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder is happy to collect children from the local schools and pre-schools.

The childminder operates from 8am until 5.30pm all year, except for family holidays and bank holidays. There is currently one child on roll in the early years age group who attends for a variety of sessions.

What the setting needs to do to improve further

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

- enhance support for children's emerging investigation skills by extending the provision of natural resources in the indoor environment

- review the organisation of the outdoor learning environment to ensure that it consistently offers children learning opportunities across all areas, by providing stimulating visual resources and equipment, which encourage exploration and investigation of the environment.

Inspection judgements

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

The childminder shows a secure knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She plans a wide range of activities, based on regular observations and assessments of children's abilities. This ensures that their individual learning requirements are accurately met. As a result, children make good progress in their learning across all areas. The childminder employs a good range of effective teaching methods, and as a result, children are effectively challenged in line with their age, abilities and starting points. This supports them to develop the necessary skills to prepare them for their next stage in learning and eventual move into main stream school.

Children are supported well to learn about making choices. The childminder has organised her home to ensure that they are able to independently help themselves to a wide range of toys and resources. However, there is scope to enhance the outdoor environment to ensure it consistently offers children a comparable range of opportunities for purposeful learning across all areas. Children's engagement in learning is effectively cultivated because the childminder reflects their current interests in her planning of activities. For example, she knows that books depicting animals are a favourite and will sustain young children's interest. This provides the childminder with good opportunities to teach children language and communication skills. Young children show they recognise some animals and successfully make the corresponding sound, such as 'moo' or 'quack, quack'. The childminder extends this learning because she provides a running commentary, identifying other animals and the sounds they make, which children successfully mimic.

Participation in activities is encouraged well, and as a result, child-led learning is supported well. For example, children attempt to turn the pages of a book themselves. The childminder encourages them to persist with difficulties, allowing them time to try again or in a different way. This teaches children to develop their independence, problem solving and concentration skills. Physical development is supported well, for example, as there is lots of clear space available indoors. This enables young children to move around with ease, practising and refining their walking skills and balance. The childminder organises lots of trips into the local community, which provides children with first-hand experiences to teach them about similarities and difference. Children enjoy exploring natural objects, such as leaves during trips to local parks. However, there is room for the childminder to extend the provision of natural objects and heuristic play in the home, enabling them to experience an even wider range of articles from the real world.

Communication with parents is good because the childminder consistently promotes a two-way flow of information. This ensures that before and during placement, important information about children's individual learning needs is exchanged. As a consequence, the childminder has a good understanding about what each child knows and can do, which effectively supports planning. Parents are given useful information about how they can successfully support and extend their child's learning at home.

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

The childminder ensures that procedures which support children's smooth move from home into her care are flexible. She invites them to visit several times along with their parents before they start. This successfully helps children to become familiar with the childminder and their new environment. Details about children's individual care needs are gathered and used by the childminder. This helps her to ensure that her procedure is effectively tailored to each families individual needs. As a result, children settle quickly into their new environment, because they have developed feelings of safety and security.

Good partnerships are maintained with parents, which ensures that the childminder is consistently aware of children's changing care needs. Children show the childminder lots of affection, clearly demonstrating the strong bonds they have developed with her. For example, they instinctively cuddle in to her while listening to story books and invite her to

join in with their games. Children are very well behaved, because the childminder provides them with clear, consistent, age-appropriate boundaries. They enjoy lots of praise and encouragement for their achievements, which they relish. As a result, children show high levels of self-esteem and confidence.

The childminder has registered with her local Environmental Health department and has undertaken training in food hygiene. This ensures that she has a good understanding of how to promote children's health. For example, she makes sure that young children wash their hands thoroughly before eating. She provides individual towels, which effectively reduces the risk of cross infection. Children are provided with a good range of healthy snacks, which include fresh fruit and vegetables. This effectively supports good health and helps towards protecting their well-being. Children have lots of chances to spend time in the fresh air, for example, in the childminder's garden and on regular trips to local parks. As a result, their understanding of healthy lifestyles is nurtured.

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

The childminder shows a firm knowledge and understanding with regard to the Early Years Foundation Stage. She has a good range of policies and procedures in place which are implemented in her daily practice. As a consequence, she effectively meets all legal requirements. The childminder fully understands how to protect children because she has attended safeguarding training. She can identify potential causes for concern, and knows how to make a referral to the appropriate agency should it become necessary. The childminder proficiently ensures that her home is safe by undertaking regular risk assessments and taking action to reduce all risks in areas used by children. Parents are provided with the reassurance that all adults living or working in the home have undertaken appropriate checks.

The childminder has a good level of awareness of her obligation to ensure that the learning and development requirements are met. Since her last inspection she has attended relevant local training. She also makes good use of online information and holds regular discussions with other professionals. This has helped her to successfully extend her knowledge of current childcare practice, which has had a beneficial impact on children's learning.

The childminder successfully appraises the service she provides by taking into account the views of others, such as parents. This has helped her to identify some areas she would like to strengthen even further. Since her last inspection the childminder has also brought about positive changes linked to the recommendations raised. For example, she has developed her use of observation and assessment to effectively identify children's next steps in learning. This clearly demonstrates the childminder's commitment to improve the service she provides. The childminder demonstrates a clear understanding regarding the importance and value of partnership working to support children's well-being and learning.

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	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	123672
Local authority	Hertfordshire
Inspection number	870957
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	12/08/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

