

Inspection date	03/03/2014
Previous inspection date	18/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder successfully supports children to settle into her home. This helps them to build firm bonds and become familiar with the childminder and their new environment, promoting a sense of security.
- The childminder understands how to effectively promote the health and safety of children in her care. She regularly monitors the risks in her home and minimises these so children can use all accessible areas safely as they play.
- The childminder has a sound range of policies and procedures, which adequately support her practice. She maintains communication with parents, which ensures children's care is based on their specific needs.

It is not yet good because

- The childminder does not consistently use her observations of children to determine the level of development they are currently achieving. This does not ensure that learning experiences are always fully matched to children's individual needs in order to support and challenge them in making the best progress possible.
- On occasions young children are not provided with chances to independently explore and investigate resources in the environment.
- The childminder does not always help young children to fully develop their language skills. For example, she does not consistently provide opportunities for them to practise their language and respond to open-ended questions as part of their play.

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 of children with the childminder.

Inspector

Ann Cozzi

Full report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two sons of whom, one is 15 years old and the other an adult, in a house in Watton at Stone, Hertfordshire. The whole of the ground floor of the childminder's home is used for childminding and there is an enclosed garden available for outside play. The family has a dog, a cockatiel and a selection of fish as pets. The childminder attends activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools.

There are currently eight children on roll, of whom five are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the use of observations in assessing the stage of development of each child and then consistently use this information to shape and plan their individual learning experiences.

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

- enhance opportunities for young children to fully develop their independent learning skills, for example, by consistently enabling them to explore resources and the environment for themselves
- extend children's learning in the area of communication and language by providing additional opportunities for them to practise their language through responding to open-ended questions as part of their play.

Inspection judgements

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

The childminder demonstrates an adequate understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She makes certain that she completes children's progress checks at age two. This helps her to effectively identify any additional support needs children may have. However, there are weaknesses in the childminder's ongoing observations of children. This is

because she does not consistently link them to the typical range of development expected for each child's next steps in learning. As a result, she is unable to consistently recognise gaps in learning or areas where children would benefit from further challenge. This does not fully ensure that planning provides children with continual challenge to make certain they make the best progress possible.

The provider is aware of children's current interests and ensures that she provides resources which reflect these. For example, young children have fun playing with small world garage. This teaching method means that children successfully engage in learning, encouraging them to develop their imagination alongside more able children. The childminder uses her garden along with local parks as a teaching method to promote children's physical development. Children enjoy running around and learning how to negotiate large play equipment, which helps to improve their balancing skills. Overall, the childminder teaches children how to extend their self-help skills and concentration. For example, she uses discussion and pictorial clues to help them learn how to independently wash their hands. Showing a sense of achievement at mastering this skill, children thoroughly enjoy the positive praise and encouragement given to them by the childminder. However, she does not consistently promote younger children's independence. For example, her organisation of some resources does not fully enable their easy access. Overall, the childminder uses appropriate teaching opportunities to encourage children's language development. As a result, more able children show increasing communication skills as they successfully talk to others, sharing their experiences of nursery. However, on occasion she does not make best use of all opportunities to extend learning in this area. For example, she does not consistently allow less able children time to respond to open-ended questions. As a result, this can limit children's opportunities to practise their speaking skills.

The childminder develops positive partnerships with parents. She makes certain that important information about children's starting points is shared prior to placement. The childminder communicates with parents every day exchanging information about their child's achievements both at home and at the setting. This information helps her to ensure that children are adequately supported. The childminder provides parents with ideas about how they can support their child's development at home. As a result, children make sound progress in their development and gain adequate skills for their next stage of learning, such as moving onto school.

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

The childminder provides a warm and friendly environment, which supports children to feel confident and comfortable in her care. She understands the importance of providing a gradual settling-in period for all children. This makes certain that they are well supported to settle quickly because they feel safe and secure in her home. Children clearly build strong attachments with the childminder, which shows that their well-being and independence is adequately promoted. For example, they freely express their needs and wants to the childminder and sometimes invite her to join in with their play. Communication systems such as daily diaries and discussion means that children's care needs are supported before and during their placement.

The childminder's practice in relation to children's well-being is sound. This is because she maintains a safe range of suitable resources. In addition, the childminder helps children to learn about how to keep themselves and others safe. For example, she talks to them about why they need to tidy up toys after use 'in case we tread on them and hurt ourselves'. The provider protects children's understanding about good health because she has a range of established daily routines in place. For example, more able children know that they need to wash their hands before eating to 'get the germs off'. The use of paper towels for hand drying ensures any risk of cross-infection between children is reduced. Children enjoy the balanced range of foods provided at lunchtime, including a varied selection of fresh fruit. Time spent outside of the home each day ensures that all children have the chance to regularly be in the fresh air, further supporting their health.

The childminder provides children with clear and consistent guidance linked to behaviour management. For example, they are aware that they must sit at the table to eat food. This helps to nurture children's growing understanding about what acceptable behaviour is. Overall, children are able to help themselves to a sound selection of resources. However, the weakness in planning on occasion means that resources are not always used to best effect. As a result, sometimes children are less well challenged. Overall, the childminder promotes children's independence, which helps them to develop confidence and self-esteem. For example, they are encouraged to develop some self-care skills. This helps children to develop the essential skills needed in preparation for nursery or school.

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

The childminder shows a clear understanding about how to protect children from harm. She makes sure that she regularly completes appropriate safeguarding training and has a clear policy in place. This successfully underpins her practice and ensures that she remains aware of current practice. Thorough risk assessments are completed by the childminder in all areas of her home that are accessible to children. Once identified she takes appropriate action to make sure that risks are minimised. For example, she has installed a child safety gate in the doorway of her kitchen to ensure that children cannot gain unsupervised access. The childminder maintains a qualification in paediatric first aid which means that she is able to provide emergency care to children.

The childminder has an adequate awareness with regard to her obligation to implement the learning and development requirements. Since her last inspection, she has attended some relevant training and made good use of discussions with other professionals. This has helped her to broaden her knowledge of current childcare practice, which has had a sound impact on children's learning. The childminder monitors children's progress, which ensures overall, that gaps in their development are identified and addressed. She has made some improvements since her last inspection, for example, she has successfully implemented changes, which have enhanced her reflective practice and improved the safety of children in her home. The childminder incorporates the view of others as part of her self-evaluation, including parents and children. As a result, she had identified some areas she would like to further improve. This illustrates her desire to continually develop

the service she provides.

The childminder has developed positive relationship with parents. Written feedback from them details their satisfaction with the service she provides. Parents comment that the childminder offers 'a brilliant service and I can always rely on her'. Parents are also happy with the 'extremely caring and flexible approach' provided by the childminder. The childminder makes sure that her wide range of policies and procedures are shared with parents. This ensures that they are informed about the daily running of her service. The childminder fosters links with the local nursery and school. This shows her commitment to nurturing partnerships in order to promote continuity of care and learning for all children.

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	123917
Local authority	Hertfordshire
Inspection number	876150
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	18/05/2009
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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