

Inspection date

Previous inspection date

04/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 gives children's safety high priority. She displays a comprehensive understanding of her individual responsibility to protect children and keep them from harm.
- Children show that they have formed strong bonds and attachments with the childminder. This effectively supports their feelings of safety and security. Furthermore, children display good levels of confidence and self-esteem.
- The childminder provides a wide range of interesting and challenging indoor activities. These are firmly based on accurate tracking of children's good progress.
- 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.

It is not yet outstanding because

- There is room to increase the opportunities for learning in the outdoors in order to promote children's learning and well-being further.

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 looked at the resources and equipment provided and how effectively they are used to support children's play and learning.
- The inspector spoke to, and interacted with, the childminder and children throughout the inspection.
- The inspector and childminder jointly observed and discussed children's learning and development during a child-initiated activity.
- The inspector examined a selection of information and documentation relating to the suitability of all adults, children's safeguarding, welfare and developmental progress.

Inspector

Susan Parker

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five years and one year, in a house in Walkern, Hertfordshire. The whole of the childminder's home is used for childminding. There is an enclosed garden for outdoor play. The family has two fish as pets.

The childminder attends toddler groups and activities locally. She visits the shops and park on a regular basis. She collects children from the local school and pre-schools. She operates all year round from 7.20am to 6.15pm, Monday to Friday, except bank holidays and family holidays. There are currently four children attending who are in the early years age range. Children attend for a variety of sessions. The childminder is a member of the Professional Association of Childcare and Early Years.

What the setting needs to do to improve further

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

- expand the opportunities for children to frequently experience all areas of learning in the outdoor environment, so that these are as effective as those they have indoors.

Inspection judgements

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

The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage. She effectively observes children as they play and assesses their abilities against the typical expectations for their age. The information is effectively assessed to measure children's progress based on accurate starting points. The childminder relates well with children, effectively using opportunities to promote their thinking and curiosity. For example, as children are attracted by the delightful play kitchen, the childminder instructs and directs children's attention to the different possibilities, such as turning on the kettle and opening the blender. As a result, children are confident and inquisitive learners. The childminder continues with her good teaching as she introduces different tools, such as the whisk, demonstrating how it is used. Children learn the new skill quickly as they mimic the childminder's actions, showing they understand. Consequently, children's learning and development is well promoted. The childminder provides good activities to support children's increasing progress across the prime and specific areas of learning. Children explore the indoor environment, toys and

resources which enables them to develop their physical skills and their communication and language skills. Babies and toddlers safely explore in their own way. They taste and feel the toys as the childminder supports their understanding by using language to describe what they are learning. For example, as they feel and taste the toy kitchen equipment, the childminder talks through what they are doing, asking if they want to make a cup of tea and praising them when they switch the toy kettle on. Consequently, children are making good progress in all areas of learning and development.

The childminder clearly identifies children's next steps in learning through regular observations and she successfully incorporates this information into the planning of future activities. As a result, children have good levels of self-esteem and confidence. Their physical development is well promoted as they are encouraged by the childminder to use a range of resources. Babies pull themselves to standing and steady themselves before toddling off to explore the home in safety. Children also use a range of equipment in the garden, local parks and play areas to further promote their physical development. However, there is room to increase the frequency and activities for children to learn and explore in the outdoor environment. Children's communication and language are well supported because, in addition to language, the childminder teaches children how to communicate through sign language. This acts as additional communication for babies and children whose speech is still developing. As a result, children are making good progress in their learning and development. They are attaining positive skills and dispositions to learning and as a result, they are effectively prepared for school.

The childminder has quickly established good partnerships with parents. They are encouraged to be a part of their child's learning. A range of information is gathered from parents, which enables children to settle quickly, and their ongoing progress is efficiently shared. For example, parents speak on a daily basis with the childminder; they share progress and a daily diary which ensures that all adults collaboratively share information on children's learning and development at home as well as with the childminder. Consequently, children's learning and development is effectively and consistently promoted.

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

The emotional well-being, confidence and self-esteem of children are well promoted. Children have formed strong bonds and attachments with the childminder; they are happy and display affection. The childminder provides good teaching methods, she communicates with children at their own level and she supports their development and esteems their affection. As a result, children's understanding of safe and acceptable behaviour is good. The childminder's practice and setting are calm, friendly and welcoming. She provides a good range of appropriate equipment and resources which are easily accessed by children. Consequently, children's independence and choice are promoted, resulting in children displaying their feelings of confidence and security. Children are happy and enjoy their time with the childminder, freely investigating and learning in the well-resourced indoor environment.

The childminder arranges individually tailored settling-in procedures in partnership with parents. This enables her to ensure children's care needs and well-being is well supported. The childminder knows the children well and they are happy in her home. As a result, children settle very quickly. The childminder ensures that children gain the knowledge, skills and experience they need to confidently move onto pre-schools and schools. Children regularly attend group activity sessions where they learn to interact positively in group situations. They are developing a good awareness of managing their own personal safety as the childminder provides gentle reminders, such as being careful of catching fingers in doors. She further supports children's independence by successfully holding back and encouraging children to try to do for themselves. This effectively promotes children's rapidly developing personal independence skills and self-confidence. Consequently, children's understanding of safety is good.

Children are adopting healthy lifestyles because they take part in a range of physical exercise activities. There is room to improve this further by increasing the opportunities for children to spend more time in the outdoor environment. Children eat a good selection of healthy meals provided by the childminder. In addition, the childminder provides cookery activities to encourage children's understanding of healthy eating. Toddlers are encouraged to feed themselves independently and use cutlery safely. The childminder further encourages children's independence by providing a good range of resources which enable children to make good progress in the prime and specific areas of learning. Children flourish on the opportunities they have to explore and are supported by the childminder. She provides children with what they need to progress further, for example, providing sturdy equipment and toys to support toddlers walking. As a result, the childminder's care practices are good and she makes sure that children's welfare and emotional well-being are promoted.

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

The childminder meets the safeguarding and welfare requirements and demonstrates a good understanding of how she protects all children in her care. She conducts regular risk assessments within the home, to ensure that children can explore and play safely. The childminder displays a detailed understanding about safeguarding children and she is aware of the procedures to be followed in the event of a child protection concern being raised. In addition, the childminder ensures that suitable checks are carried out on all adults within the home. She displays a clear understanding of her responsibilities. As a result, children are effectively safeguarded.

The childminder fully understands her responsibility to monitor and evaluate the quality of the teaching and learning that she provides. In addition, she regularly monitors and evaluates children's ongoing progress across all areas of learning. Consequently, the good quality of the learning environment and the activities provided are well matched to children's individual needs and interests. The childminder is an experienced early years professional and she continues to seek to update her knowledge and training in order to maintain the good levels of care and teaching she provides.

Partnerships with parents are good because they work closely together with the childminder. Parents are involved in contributing to children's learning records and feel able to discuss information about their child at any time, either verbally or looking through children's progress records. Links with other settings that children attend are also good because the childminder strives to work closely with all adults to provide a consistent approach in children's learning. The childminder regularly evaluates her early years practice through seeking the opinions and views of parents and children. As a result, she is able to have an accurate understanding of the quality of her provision. Additionally, the childminder has ideas and plans of what further improvements she wants to make in order to continually provide good levels of care and learning for 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	EY467272
Local authority	Hertfordshire
Inspection number	936275
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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