

Inspection date	21/01/2014
Previous inspection date	31/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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

- Children's skills in communication and language are encouraged because the childminder uses regular opportunities to support their speech through repetition of words, stories and singing times.
- Partnerships with parents, carers and other professionals are sound because all adults work together to support children. As a result, children benefit from a consistent approach.
- Children are happy and settled and they have built warm bonds and attachments with the childminder and their peers. Consequently, children feel secure in the warm and welcoming environment.

It is not yet good because

- The childminder failed to follow the correct Local Safeguarding Children Board (LSCB) procedures when reporting concerns.
- Teaching requires improvement because children are not engaged in planned, purposeful play that incorporates all areas of learning. Consequently, their development across the specific areas of learning is not consistently promoted.
- Children's understanding of healthy lifestyles is not consistently promoted with regards to reducing the spreading germs. As a result, children do not learn the importance of hand washing after coughing and sneezing.

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 activities in the childminder's house and talked with the childminder and the children present at appropriate times throughout the inspection.
- The inspector viewed the ground floor areas of the premises used for childminding.
- The inspector looked at some documentation, including the safeguarding and complaints policy.
- The inspector carried out a joint observation of a group art activity.

Inspector

Jo Rowley

Full report

Information about the setting

The childminder was registered in 1984 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Hatfield, Hertfordshire. The whole of the ground floor, an upstairs bedroom and the garden are used for childminding. The family has some fish in a large tank.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and she collects children from the local school and pre-school. There are currently seven children on roll, five of whom are in the early years age group and all of whom attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except family holidays. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- ensure that the safeguarding procedures, when reporting concerns or allegations, are followed according to the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB)
- ensure that each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

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

- promote children's good health through effective hygiene procedures, with particular reference to reducing the spread of infection. For example, encourage children to learn about the importance of covering their mouths when sneezing and coughing and why they need to wash their hands.

Inspection judgements

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

Children access a range of resources, which are age and stage appropriate. The childminder observes children's play and learning and flexibly plans activities and outings for them to enjoy, including opportunities to attend outside groups. The childminder demonstrates a basic knowledge and understanding of the Statutory framework for the Early Years Foundation Stage and uses guidance, such as the Early Years Outcomes to see

where children are in their learning. She then reflects on where they are and plans their next steps within the opportunities she provides. However, the childminder does not plan a range of activities to incorporate all areas of learning on a regular basis. For example, children are not accessing purposeful or planned play, which incorporates the specific areas of learning on a regular basis. As a result, teaching requires improvement to ensure that children benefit from planned activities and experiences, which promote their learning across all areas.

Children are naturally challenged in the activities they take part in, which promotes their readiness for school. For example, during an art activity children are encouraged to learn about colour mixing. The childminder supports the children as they 'guesstimate' about the colours they might make if they mix two different ones together. She supports their independence as, for example, even the younger children have a turn at mixing the paints and enjoy using their fingers to create a range of animals with the paint. Children's physical development is supported as, for example, they attend a range of toddler groups where they can run and explore as they use a variety of resources. They access the childminder's garden and enjoy feeding and looking after the local wildlife as they take an interest in feeding the birds on a regular basis.

The childminder works with parents to support their children and the family as a whole. Daily communication is promoted and the childminder seeks as much information as she can regarding children's development when they first start with her. She regularly talks to parents about the children's learning and their progress is discussed verbally. Additionally, the childminder completes a written 'chatty news' document each day for parents to see what the children have been doing while with her. As a result, parents are able to extend their children's learning at home. Children's skills in communication and language are encouraged because the childminder takes time talking with them continuously. She provides opportunities for them to ask questions as they play and gives answers to their questions, which supports their learning. Additionally, for example, as children play with the role play resources the childminder asks questions about what they are doing to encourage their thinking further. As a result, children's communication and language development is encouraged.

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

The childminder provides a warm and welcoming environment and children are happy. They enjoy a range of activities and self-select resources from those available and stored at their height. As a result, children's independence is encouraged. Their personal, social and emotional development is supported because the childminder uses praise and encouragement to promote their self-confidence. For example, as children use the role play resources together and are kind in sharing the dolls the childminder praises them for taking turns. As a result, children's emotional well-being is sound. Children are supported in their move from home to the childminder's because the childminder arranges settling-in visits with parents and children to ease the transition for both. Additionally, as children prepare to move on to school the childminder talks to them about the changes ahead and they are able to see the school during the childminder's morning visits with older children.

Children behave appropriately because the childminder has boundaries in place which promotes consistently. For example, children are regularly reminded about the importance of sharing as they play games with their peers and the childminder encourages turn taking in all activities children take part in. The children demonstrate a secure bond with the childminder as they spontaneously sit on her lap during play or gaze happily as she talks to them. Furthermore, in her role as their key person the childminder promotes opportunities for children to sit and have a cuddle while they play or as they sit together to read a story. Children's awareness of their own safety is encouraged because the childminder regularly talks about their safety while in or out of the home. For example, children know of the boundaries in place on the walk home from school. Additionally, as the childminder cooks lunch she reminds children that they must stay behind the safety gate into the kitchen to ensure that they do not get hurt while the oven is on. As a result, children's understanding of their personal safety is supported.

The childminder provides a range of age-appropriate toys and resources which are of suitable quality. They are stored appropriately, enabling children to make choices for themselves. Additionally, the childminder varies the resources to ensure that children have different options available to them. As a result, children are engaged in the activities they access. Children have regular opportunities for fresh air and exercise and they eat a range of nutritious meals, cooked by the childminder. She provides a variety of home cooked food, including vegetables and she promotes opportunities for children to help prepare these, such as peeling and preparing vegetables. However, children's understanding of being healthy is not as well-promoted because the childminder does not implement regular opportunities for children to learn about reducing the spread of infection. For example, although children access tissues themselves for blowing their noses they are not encouraged to wash their hands afterwards. Additionally, there is no discussion about germs or the importance of washing hands as children regularly sneeze during meal-times or when helping to prepare food. As a result, children do not learn about the benefits of a healthy lifestyle.

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

The childminder demonstrates a sound understanding of how to safeguard children with regard to strangers and visitors to the home and she attends regular safeguarding training courses. The inspection took place following notification from the childminder of an alleged incident. Although the alleged incident was unsubstantiated, the inspection found that the childminder failed to take the necessary steps for reporting allegations appropriately, to all relevant authorities. As a result, the correct procedures were not followed and this is a breach of the Statutory framework for the Early Years Foundation Stage safeguarding and welfare requirements.

The childminder completes risk assessments and she checks her home on a regular basis. She is cautious in areas used by others, such as when at toddler groups with minded children. She has attended a wide range of training courses to develop her own knowledge and understanding of the learning and development requirements and this has improved how she plans activities for children in her care. However, further development

is required to ensure that children access activities and resources covering the specific areas of learning as well as the prime areas of learning. The childminder considers her setting overall and demonstrates an awareness of her strengths and areas for improvement. She speaks to children and parents about her setting and asks them, through discussion, for their opinions or suggestions as to how she might improve.

The childminder has a sound relationship with parents and they share information to support children's overall well-being on a regular basis. The childminder's partnership with other providers of the Early Years Foundation Stage are sound. The childminder speaks regularly to school staff and liaises with them about the activities and topics children are covering at school so that she can extend these further. In addition to this, the childminder supports older children with their school work at her setting and regularly discusses any concerns with teachers and parents. As a result, partnership working is sound and children benefit from a consistent approach to their learning and development.

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	129145
Local authority	Hertfordshire
Inspection number	949899
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	31/07/2009
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

