

Inspection date

12/03/2014

Previous inspection date

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 has a good understanding of how young children learn and develop. Consequently, she provides activities and experiences that are appropriate for the ages and stages of development of the children.
- The childminder is skilful in supporting young children's language development. This ensures their good progress in communication and language skills.
- The childminder demonstrates a good understanding of safeguarding practices. As a result, children are kept safe in her care.
- The childminder has established effective partnership with parents. This ensures that information is shared in a timely manner.

It is not yet outstanding because

- Feedback from parents is not consistently used to inform the childminder's self-evaluation.

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.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the provider's hardcopy self-evaluation form.

Inspector

Anne Bell

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 17 years and 14 years in a house in Hitchin, Hertfordshire. The whole of the childminder's house is used for childminding and there is an enclosed garden for outdoor play. The family has no pets.

The childminder collects children from the local schools and pre-schools. There are currently six children on roll, three of whom are in the early years age group and who attend on a part-time basis. The childminder operates during term time from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for 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:

- include regular parental feedback to inform plans for improvement.

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 how young children learn and develop. She plans activities and experiences that are appropriate for children's ages and stages of development. She makes observations of children's learning and then uses these observations to plan for the children's next steps. Initial information from parents includes their perceptions of their child's current level of development. The childminder then adds her own observations of children's learning over time. This ensures that an all-round picture of the children's development is maintained and shared. The childminder uses and models language extensively with the children. This supports and extends children's emerging language development. The childminder is aware of the interests of the children and uses this information to plan age-appropriate activities and experiences. Consequently, children are busy and engaged at all times.

Children are provided with a range of age-appropriate, well-maintained toys and resources that engage and interest them. The rooms that are used for childminding are spacious, so that children can move about freely. There is also a garden that the children use for outdoor play. Children have opportunities to play with musical instruments and sing favourite songs and rhymes. This develops their expressive language skills. They participate excitedly as they propel cars down slopes. They enjoy sharing books and

stories with the childminder, which supports their development in language and literacy. There are opportunities for water play, where children develop their physical and co-ordination skills by pouring water and filling containers. There are well-established routines in place for children to play, eat and rest. These routines help children to feel secure in knowing what to expect next. The childminder constantly monitors children's play and adapts activities accordingly to support learning. Consequently, children's learning is promoted well.

The childminder shares information daily with parents. This good communication ensures that parents are kept fully informed about the progress of their child. The childminder keeps records of each child's progress, which shows they are meeting age-related expectations. The childminder provides an environment where children have opportunities to explore and learn actively. This lays the foundations for children's future learning and movement to school.

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

The childminder knows the children well. She takes account of children's individual needs and forms positive, supportive relationships. This develops children's confidence and self-esteem. Children are happy and settled with the childminder and show good attachment, all of which supports their emotional well-being. The childminder has high expectations of children's behaviour, as appropriate to their ages and stages of development. Consequently, children feel secure and safe. Parents' comment on how well their children are cared for and on the high quality of the environment.

The childminder is attentive to all aspects of the children's care. The environment is safe and well maintained and the resources are suitable for the children's ages. Children are offered choices from within a range of toys. This maintains their interest levels. In particular, the childminder provides a wide range of books for the children to look at and read. This supports their literacy development. The childminder changes and refreshes the books on a regular basis, so that children sustain their enthusiasm. Children are taught about keeping the environment safe, such as being told 'Let's keep safe' when the front door is closed and moving objects out of the way, so they are not a trip hazard. Children are given healthy snacks to eat, which are attractively presented. This encourages an interest in foods that are good for them. Children are encouraged to be independent at snack time. They sleep and rest according to their individual needs. Children learn about the importance of good hygiene by washing their hands before their snack.

The childminder takes younger children to social and activity groups. This helps to develop their confidence and social skills. The childminder encourages children to become independent and to do things for themselves. This, together with the purposeful development of children's language skills, ensures that children are well prepared for the next stage of their education.

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

The childminder has a good understanding of how to keep children safe in her care. There is a range of clearly written safeguarding and care policies in place, which are shared with parents. This includes policies about administering medicine to children and about the use of mobile telephones. The childminder has attended safeguarding and first aid training and is up to date with current requirements. All adults living in the childminder's home have been checked to ensure they are suitable to be in contact with children. The childminder maintains records of the children who attend as well as contact details for relevant family members. The childminder demonstrates an effective knowledge of safeguarding issues and can describe the signs and symptoms, which might cause her concern about a child's welfare.

The childminder monitors closely what children are learning. She uses this information to complete progress records for each child, which shows where they are meeting age-related expectations. As a result, children's strengths and areas for development can be quickly identified. The childminder has attended training about the revised Early Years Foundation Stage and about the inclusion of children with particular needs. She shows commitment to her ongoing professional development, so that she can continue to improve her provision for children. The childminder has begun to use a self-evaluation format. However, there is scope to include feedback from parents on a more consistent basis.

The childminder has established good relationships with parents. Written feedback at the time of inspection shows that parents are highly appreciative of the quality of care that the childminder provides. The childminder networks with a local group of childminders and attends the local children's centre. The childminder has a very positive attitude to improving and developing her childminding service and clearly demonstrates her commitment to the children in her care and their families.

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	EY403161
Local authority	Hertfordshire
Inspection number	885664
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
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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