

<b>Inspection date</b>	17/03/2014
Previous inspection date	11/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- Children form secure bonds and attachments with the childminder because she gathers detailed information about them to support her in meeting their interests and needs. They are suitably prepared for the transfer to school as they are able to independently manage their own needs effectively.
- The childminder interacts well with the children and teaching is satisfactory. She uses skilful questioning to encourage children to think creatively, extending their imaginary play and making links with their past experiences. As a result, children are engaged in their play and confident in expressing their own ideas.
- The childminder safeguards children effectively. She assesses the risks and minimises these so that children are able to use the premises safely.

#### **It is not yet good because**

- The childminder does not hold her certificate of registration and therefore, fails to display this within the setting or show this to parents on request.
- The childminder does not always use opportunities to support children in understanding the importance of healthy practices such as personal hygiene and physical exercise.
- Self-evaluation has yet to be used to fully monitor and accurately identify potential for improvement. Parents and children's views are not used effectively in the overall evaluation process to assist in identifying areas for development.

## 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 garden 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, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector looked at certificates of childminding training.

## Inspector

Lindsay Hare

## Full report

### Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult daughter in Goffs Oak, Hertfordshire. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the certificate of registration is displayed at the setting and shown to parents and/or carers on request
- provide more opportunities for children to build on their understanding of the importance of healthy practices, with particular reference to hygiene procedures and physical exercise.

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

- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective. Take account of the views of parents and children to help identifying strengths and areas for development.

## Inspection judgements

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

Children are happy and engaged in a variety of self-chosen activities in the childminder's home. The childminder has a sound understanding of children's likes and interests and takes account of these, when providing resources and activities. For example, children show increased concentration and imagination in role-playing with a selection of toys available. The childminder makes some observations of children playing, and links these observations to the typical range of development expected for children's ages. Therefore,

she is able to see if children are making progress and identify any gaps in their learning. She uses this to inform her planning in order to meet the needs of children. The childminder has met the requirement to complete the progress check at age two to ensure that all children's needs are identified appropriately by all responsible for the check.

Children are confident communicators, clearly able to express their wishes and ideas. The childminder encourages children's language as she engages in their play, asking open-ended questions and introducing new vocabulary as they discuss what they are going to feed their dogs in their imaginary game. Children sustain their interest, for example, returning from the school run and resuming their game. The childminder encourages children to recall and make the link between what they are doing and past experiences. For example, they colour a picture in relation to the book they are reading at school. Children show wonder in the natural world as they rush to show the childminder, the acorns they have found in the garden and as they pick daisies, talking about why the petals have closed up. The childminder builds on their excitement as she shows them how to make shadow puppets with their hands on the wall and they talk about which animal they are. The childminder follows the children's interests, for example, she shows them a poster displaying the world and then explains to them that they have stickers to put on particular areas. The children spend time looking at this, pointing out the United Kingdom and recognising some letters around it. The childminder regularly takes the children to the local library for story time, where children are developing an interest in books and starting to understand that print has a meaning. For example, children show the childminder a thank you letter they have received from a friend and the childminder reads out to them what the parent has written and encourages the children to read the words that their friend has written. There is clear progression in children's early writing skills as they are able to colour carefully between the lines and write their name independently. Children are motivated to find out why and how things work as they talk about the magnets in the toy when it is pulled apart. These skills are needed in readiness for the next stages of the learning. Children practise their physical skills, as they show each other their ballet movements and sing and dance outside. They are skilful in using the climbing apparatus in the park. Children greatly enjoy imaginative play and take the lead in their play, choosing their resources and acting out their parts. As a result, they are becoming independent learners in preparation for moving to other settings, such as school.

The childminder is committed to building positive links with parents. She speaks to them on a daily basis about how their child has been during the day and shares information about children's achievements both at home and at the setting. For example, when parents discover that the childminder visits the library regularly for story time, they ask if she could arrange for the children to also join. The childminder uses the shared information from nursery and pre-school to complement the activities she offers children so that they remain interested and are not repeating the same activities.

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

Children's well-being and independence is promoted as they form secure emotional attachments with the childminder. Children have a few visits to the childminder's home before she starts caring for them. This enables them to settle well and the childminder to

obtain information from parents, regarding their routines and any health issues to support her in the care of individual children. Children can clearly express their needs and thoroughly enjoy the childminder's company, involving her in their play. They are keen to share their artwork with the childminder, as she shows interest and values what they do. Children thrive on the praise the childminder gives them. The childminder is a good role model, carefully explaining to children the possible consequences of unacceptable behaviour. This encouragement supports children in learning how to manage their own behaviour effectively.

The childminder provides appropriate activities and support to prepare children to be independent learners ready for the transfer to nursery or school. For example, children are competent in changing out of their uniform when they come back from nursery. They are familiar with the schools and nurseries because they regularly collect older children from them with the childminder. They learn about keeping themselves safe. The childminder encourages children to hold hands and uses the walk back from school as an opportunity to reinforce children's awareness of road safety.

Children manage their own personal needs effectively and their independence is promoted as they put on their coat and shoes with little assistance. Although the childminder implements good hygiene procedures, she does not always support children in understanding the importance of these. For example, one child used the toilet independently but was reluctant to wash her hands afterwards. However, the childminder did not use this opportunity to discuss why it is important to wash hands after using the toilet. Children regularly visit the park using climbing apparatus and practise throwing and catching hoops and balls in the garden. However, the childminder does not always talk to them about the benefits of physical exercise. The childminder provides well-balanced meals and snacks, using fresh produce that she grows in the garden. She regularly visits the greengrocers with the children to buy various different fruits and vegetables for them to try.

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

The childminder has a clear understanding of the procedure to follow if she has any safeguarding concerns and has attended a training course to update her knowledge of safeguarding children. A detailed policy underpins her procedures, including the safe use of mobile phones and cameras in the setting. All adults in the household have been vetted. The childminder has conducted detailed and thorough risk assessments to help ensure that any hazards to children are minimised. The childminder shares the detailed policies and procedures with parents. However, there is a breach of the statutory requirements for safeguarding and welfare as the childminder does not display her registration certificate or show it to parents on request. This is also a breach of the Childcare Register requirements.

The childminder has a positive working relationship with the parents of the children she cares for. She communicates with them on a daily basis, sharing information about the children's day and relaying information from the school. She has a clear range of policies

and procedures that she shares with parents to keep them informed about the provision. The childminder has established links with the nursery and pre-school, the children attend. She shares information with the staff and keeps abreast of the topics being covered at nursery and pre-school so that she can ensure there is continuity of care and learning. For example, the childminder borrowed a popular story book from the nursery to support her in extending the children's interest and complementing their learning.

The childminder regularly meets with a network of childminders and has attended several conferences and workshops through the local children's centre. This has had a positive impact on her ability to monitor her planning and assessment effectively and supported her in identifying some areas for development within the setting. The childminder has updated core training since the last inspection, and attended a workshop on 'feeding under fives'. This has supported her in developing and providing an even more varied and nutritious diet for children. The childminder has made some improvements since her last inspection, however, she is unable to always reflect on the strengths and weaknesses of the provision in order to make clearly targeted plans for improvement. The childminder does not currently seek feedback from the children or parents to further support her in the evaluation of her practice.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- display the certificate of registration in the premises on which childcare is provided (compulsory part of the Childcare Register)
- display the certificate of registration in the premises on which childcare is provided (voluntary part of the Childcare Register)

## 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

<b>Unique reference number</b>	123895
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	932347
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/07/2013
<b>Telephone number</b>	

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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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Piccadilly Gate  
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