

## Inspection date

Previous inspection date

18/03/2014

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 maintains a comprehensive educational programme for children, she understands their interests and provides them with opportunities to learn through play.
- Teaching is good because the childminder is supportive and encourages children to participate and explore activities available for them.
- The childminder and children have created strong bonds. They enjoy playing together and being with each other.
- Parents and childminder effectively monitor the care of children through the good use of the communication book about children's care routines at home and at the childminder's provision.
- The childminder has good knowledge and understanding of how to keep children safe and secure under the safeguarding and welfare requirements of the Early Years Foundation Stage.

### It is not yet outstanding because

- There is capacity to further develop the strategies to share information with parents about their children's individual assessment and planning in order to enable parents to continue supporting their children's development at home.
- There is scope to enhance the planning and the daily use of the outdoor space to ensure children have opportunities to further develop their skills and to play outside.

## 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 talked to the childminder and children at various times throughout the inspection.
- The inspector observed activities with children and mealtimes.
- The inspector had a tour of the premises and of the outdoor area during the inspection.
- The inspector looked at children's assessment records, planning and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents' in letters to the childminder.
- The inspector looked through the certificates and professional development opportunities the childminder has participated in.

## Inspector

Karina Hemerling

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 10 months, 5 and 8 years in a house in Hemel Hempstead, Hertfordshire. The whole of the ground floor and the rear garden are used for childminding. The family has a dog a pet. The childminder attends toddler and childminders groups. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, both 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 further improve the quality of the early years provision the provider should:

- extend strategies to share information on children's assessment and planning with parents to provide parents with more opportunity to support children's learning at home
- enhance the daily use of the outdoor play area for planned and spontaneous activities with children so that they fully benefit from daily fresh air and from opportunities to further develop their skills.

## Inspection judgements

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

The childminder promotes the learning and development of the children well. She maintains a comprehensive assessment and planning procedure for individual children and routinely observes children's skills and interests as they play. She provides children with good opportunities to play independently as well as with the well-planned activities she provides. The childminder identifies children's interests, such as ducks and enhances this interest by planning trips to the farm, a feather sticking activity and setting up a farm play for the child to enjoy learning about the ducks. The childminder effectively supports children in learning new skills and progressing in their development, as a result, children develop well. The childminder has positive partnerships with parents and they have daily discussions about their child's day with her. However, there is scope to further enhance the sharing of information about children's individual planning with parents, to enable parents to participate more effectively in the educational programme promoted by the childminder and to continue to support their children's development at home.

The educational programme provided by the childminder has depth and breadth in the prime and specific areas of learning. Young children benefit from the opportunities to socialise during play dates and visits to playgroups. The childminder effectively supports children's communication and language acquisition. She shows good levels of understanding of how children's language develops, encouraging young children to repeat words after her and to identify pictures in books she reads to them. The childminder explores the features of the face with children and there is a display about this which the childminder uses to engage children in learning about their own features. The childminder sings songs with children about parts of their bodies and children successfully attempt to find the parts of their faces. The learning environment is well prepared for children to enjoy and explore. Children have easy access to toys and resources. The childminder prepares picture cards for the children to request toys and equipment that may be stored out of their reach. Children very effectively use the cards to choose resources to start and to enhance their play.

Children develop their physical skills because the childminder provides them with indoor activities to support their current abilities, such as, push and ride-along equipment and activities on low-level tables. The childminder takes children out for walks on a daily basis. They collect children from school, visit parks, groups and enjoy local outings. The childminder provides children with a good outdoor facility, however, the use of the outdoor area for play and planned activities is less well managed to provide children with a more varied learning environment. The childminder effectively challenges children's learning and helps them to develop the skills they need for future learning.

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

The childminder and the children have created very strong bonds and they clearly enjoy playing together. The childminder is calm and kind; and is very reassuring and supportive, always encouraging children to be independent while playing and during set routines. Children seek the childminder's attention and enjoy cuddles during more relaxing times of the day, such as, story time and nap time. The childminder tailors her practice to meet the needs of children. She maintains good communication with parents, in regards to children's individual needs. The childminder and parents share a communication book where the childminder records information about the children's day with her. This includes sleep times, bottles, nappy changes, meals and what the child especially enjoyed doing. Parents also share information about their children's time at home, such as, if the child did not sleep or eat well. The childminder effectively adapts her practice to meet the individual needs of children. Therefore, children are cared for in an environment where they feel confident and comfortable.

The childminder promotes healthy living in her practice. She provides children with healthy meals and shares children's menu with parents. The childminder encourages children to independently feed themselves and drink water. Water is available throughout the day and children effectively communicate with the childminder when they need to drink because they are beginning to recognise their own needs. The childminder supports children when washing and drying their hands after activities, before and after meals. The childminder tells children that it is time to clean their hands after the messy play, helping them to

become familiar with good hygiene routines. Children attentively listen to the childminder's instructions and attempt to wipe their hands, with her support.

The childminder provides children with a secure and organised environment where children can effectively explore, play and learn. Children behave very well. They are very comfortable with the childminder and enjoy playing together with other children. The childminder consistently praises children and reassures them when they are trying something new. While playing in the home corner with children, the childminder promotes good manners. She asks children to 'cook' pretend food and to 'make teas'. She effectively uses 'please' and 'thank you' and children repeat after the childminder. She praises children throughout their play and is very consistent in celebrating children's achievements. For example, when the child brings her a tea cup, she praises the child for preparing the tea and pretends to enjoy drinking it. Therefore, the children continue to engage in their pretend play and extend their play and imagination. Children are emotionally supported because the childminder allows them time to play and to be independent and creative while playing.

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

The childminder has a secure understanding of her responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage framework. She maintains well-organised documentation and records. The childminder has written policies and procedures which she shares with all parents effectively before children start attending her provision, therefore, keeping them informed about her provision. The childminder records permissions from parents effectively and understands her duties and responsibilities in keeping children safe and secure. The childminder carefully prepares the provision to receive the children each day and maintains records of routine risk assessments of the indoor and outdoor facilities. The childminder has documentation in place and ensures that all accidents and administrations of medication are recorded and shared with parents.

The educational programme provided at the childminder's provision is based on the children's interests and developmental needs. Children are provided with a good variety of resources, toys and equipment to support their play and learning. The childminder effectively identifies children's individual aptitudes through the routine assessment of their skills. She provides them with meaningful opportunities to develop their skills, therefore, children progress well. The partnership with parents is good especially in relation to the care needs of children. There is scope to further develop the sharing of children's individual assessment and planning information with parents, to further enable parents to participate more effectively in their children's learning at the childminder's provision and to extend their learning to the home environment.

The childminder is a member of the Professional Association for Childcare and Early Years and attends the local children's centre. She holds a first aid certificate and participates in training to enhance her practice. The childminder reflects on her practice and implements parents' requests and children's needs to ensure children are provided with high standards of care.

### **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

<b>Unique reference number</b>	EY467137
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	938059
<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>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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  
Store St  
Manchester  
M1 2WD

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