

Inspection date	20/03/2014
Previous inspection date	09/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children are well protected because the childminder has a good understanding of the safeguarding and welfare requirements, which she implements effectively in her daily practice
- The childminder completes regular training and consistently evaluates her practice to see where she can improve her service further
- Children are enabled to learn about what good behaviour is because the childminder promotes clear and consistent boundaries.
- The childminder's teaching and learning demonstrates that she has a good knowledge and understanding of the Early Years Foundation Stage. As a result, she is able to support children to make good progress in learning.

It is not yet outstanding because

- The childminder does not fully enhance opportunities for children to increase their knowledge and understanding of natural materials and the natural world in the home environment.
- On occasion, the childminder does not fully utilise opportunities, which encourage children to develop their independent self-help skills.

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. She also carried out a joint observation 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 spoken to and from written information provided by the childminder.
- The inspector reviewed the childminder's self-evaluation form provided at inspection.

Inspector

Ann Cozzi

Full report

Information about the setting

The childminder was registered in 1988 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, toilet and bathroom on the first floor and the rear garden are used for childminding. The childminder attends local toddler groups and activities in the local area. She visits the shops and park on a regular basis.

There are currently three children on roll, all are in the early years age group and attend for a variety of sessions. The childminder supports children who speak English as an additional language. She operates all year round from 8am to 5.30pm, 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:

- enhance opportunities for children to expand their knowledge and understanding of natural materials and the natural world within the home environment
- maximise children's opportunities to develop their independent skills, for example, pouring their own drink at snack time.

Inspection judgements

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

The childminder's shows a clear knowledge of the Early Years Foundation Stage requirements. This is demonstrated through the good observations and assessments of children's development undertaken by her. The childminder uses this information well to plan a broad range of activities, which meet children's individual learning needs and personal interests. As a result, all children, including those with English as an additional language, are supported well to make good progress towards the early learning goals. This ensures that they are able to develop the essential skills and attitudes needed for their next stage in learning and their move to school.

A key strength of the childminder's teaching practice is in communication and language. She teaches all children to listen through consistently using intonation in her voice. This successfully sparks their attention and as a result, they listen to what she has to say. The childminder ensures that young children are provided with clear and simple instructions, effectively using gestures to make her meaning known. As a result, they develop a good

understanding of language and its meaning. The childminder also provides fun activities to promote children's use of language. For example, she holds up animal shaped dough cutters for children to see asking 'what animal is this'. Children thoroughly enjoy this game making appropriate sounds, such as quack, quack and roar linked to each animal and are able to successfully name some of them. As a consequence, all children are supported well to become confident communicators and develop a good level of English. Children are encouraged to develop self-help skills, for instance, they help to prepare for activities by carrying a small chair into the kitchen. However, on occasion, the childminder overlooks some opportunities for children to develop their independence further. For instance, at snack time, she does not encourage them to pour their own drinks. The childminder provides a good range of resources and activities, which help children to develop their physical skills. For example, they have fun manipulating dough, which teaches them how to gain control over their movements. As a result, young children are beginning to use single handed tools, discovering that they can make marks as they push them into their dough. The childminder organises trips out of the home to local facilities, such as parks. This enables children to explore the natural world around them. However, there is room for the childminder to extend the provision of natural objects in the home, enabling children to experience an even wider range of articles from the real world. The childminder teaches children how to extend their social skills because she regularly takes them to a local toddler group. This provides them with the opportunity to mix with a wide range of children and adults, helping them to develop an understanding of similarities and difference.

The childminder has developed good levels of communication with parents. For example, she shares information about children's learning and progress on a regular basis. In addition, the childminder encourages an exchange of verbal information about children's achievements at home. This fosters an effective exchange of information linked to each child's developmental stage. As a result, the childminder's planning is confidently influenced by her good understanding about what each child knows and can do. In addition, parents are provided with details about how they can effectively extend their own child's learning at home.

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

Important information about each child's care needs is sought from parents before they start at the childminder's setting. This ensures that she is able to tailor the service she provides to meet their individual needs effectively. For example, she has a good understanding about children's routines, cultural needs and parental wishes. The childminder maintains a flexible settling in period for children, which ensures that they are well prepared for the move into her care. As a result, children's feelings of safety are fostered well, which helps them to settle swiftly. The strong bonds children have developed with the childminder are evident in their affectionate interactions with her. For example, young children seek her out for a cuddle when they are tired. Daily two-way communication with parents is well maintained throughout each child's placement. This gives the childminder an opportunity to feedback and find out important information about each child's changing needs. As a result, she is well informed about each child's personal care requirements, helping her to effectively support continuity of care.

The childminder is consistent in her expectations of children, which means that they are effectively supported to develop their understanding of what good behaviour is. She uses positive management methods, which children respond well to. For example, they relish the consistent praise and encouragement provided, in recognition of their achievements. This teaching method successfully helps the childminder to support children's emotional development. As a consequence, they develop good levels of self-esteem and confidence, preparing them for their eventual move to nursery or school. Children's awareness of personal safety and risks is promoted well. The childminder provides gentle guidance, which effectively helps children to learn about how to keep safe. As a result, even young children are able to safely and independently sit themselves on a chair, ready for craft activities. The childminder has designated some areas of her home for children's use. These include a bright and comfortable conservatory and a large storage area nearby. Overall, children are supported well to develop independent skills as they help themselves to a wide range of age-appropriate safe, stimulating toys and resources.

The childminder effectively promotes children's understanding of healthy lifestyles. For example, she teaches good hygiene practice, such as making sure that children wash their hands thoroughly before mealtimes. The childminder extends children's understanding well. For example, they learn that using individual towels helps towards preventing cross-infection. Children are encouraged to enjoy spending time in the fresh air and taking part in exercise. For example, they have fun spending time in local parks using large play equipment. When at home with the childminder, children love to taking part in dancing games with her. These activities help them to develop a good range of physical skills and improve their balance.

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

The childminder has a good understanding of how to protect the children in her care. She ensures that she maintains this understanding by completing safeguarding training on a regular basis. She has a wide range of effective policies, which she shares with parents and implements successfully in her daily practice. This includes the regular monitoring and minimising of risks in all areas of the home accessible to children. As a result, their safety and well-being is protected and they flourish in the secure environment, which the childminder provides. She implements a regular cleaning routines, which ensures that resources and her home are well maintained. The childminder has an up-to-date paediatric first aid certificate and ensures that any accidents are recorded and reported to parents. This makes certain that children's good health and well-being is effectively protected.

The childminder understands her responsibility to implement the learning and development requirements. She consistently monitors children's ongoing learning, which makes certain that any gaps in development are identified and quickly narrowed. Since her last inspection, the childminder has improved her systems for observation and planning to meet children's individual learning needs. The childminder has attended a wide range of appropriate training, which has had a positive impact on children's progress. She takes

part in regular discussion with other local childminders and regularly reads professional publications. This has helped to increase her understanding and further improve the quality of teaching and learning for those children attending. The childminder uses self-evaluation, which enables her to effectively reflect on the service she provides and prioritise areas of practice she would like to develop further. This is supported by the views of both parents and children's and used towards informing future progress. This demonstrates the childminder's commitment to continually develop her service.

The childminder places high importance on developing good relationships with the parents of children attending. They comment that the childminder is very experienced and that they are 'very, very happy' with the service she provides. Parents also state that they 'trust her' and 'have confidence' when they leave their child in her care. This clearly demonstrates parents contentment with the service provided.

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	129162
Local authority	Hertfordshire
Inspection number	874811
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	09/02/2009
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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