

**Inspection date**

10/03/2014

Previous inspection date

01/12/2009

**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**

- The childminder conducts regular observations and incorporates children's next steps into planning, promoting opportunities for them to enjoy a range of challenging activities and experiences across all areas of learning. As a result, teaching is good and children are making effective progress given their starting points and capabilities.
- Children are protected because the childminder carries out regular risk assessments. She meets the required child to adult ratios and is aware of the safeguarding procedures to be followed, in the event of a concern being raised. Consequently, the safeguarding and welfare requirements are met.
- Children are developing strong bonds and attachments with the childminder and their peers. They have independent access to a range of resources and they are cared for in a warm and friendly environment. As a result, children are happy and settled.
- Partnerships with parents are strong and information sharing is encouraged to ensure that children are well-supported in. As a result, children's learning and development is consistently promoted.

**It is not yet outstanding because**

- Some children miss out on a range of interesting experiences because planned adult-led activities are not consistently offered to all children.
- There is scope to develop children's already good understanding of risks to include personal safety, within the home.

## 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 home and talked with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed the areas of the home used for childminding and conducted a joint observation with the childminder.
- The inspector reviewed the childminder's self-evaluation form and took account of the views of parents through discussion and written questionnaires.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, and a range of other documentation, including safeguarding and complaints procedures.

## Inspector

Jo Rowley

## Full report

### Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child aged 16 years in a house in Harpenden, Hertfordshire. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play. The family has a dog. The childminder attends a toddler group and outside activities. She visits the shops and park on a regular basis and regularly collects children from the local school and pre-school. There are currently 11 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder also cares for some children aged over eight years before and after school on a regular basis. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- enrich the planning so that children who attend less frequently enjoy the widest possible range of activities
- enhance opportunities to further develop children's understanding of personal safety, for example, by explaining the importance of not answering the front door.

## Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Statutory framework for the Early Years Foundation Stage, learning and development requirements. She regularly observes children at play and uses the information she gains to track their progress using supporting guidance, such as the Early Years Outcomes. Children's next steps are identified from observation and incorporated into future planning. As a result, activities and experiences provide children with effective challenge, promoting their ongoing learning and development. Teaching is effective and children are making good progress, given their starting points and capabilities. However, on occasions children miss out on some adult-led activities because these are not consistently offered each day. For example, some children take part in activities, at the beginning of the week, which promotes their understanding of cultural events. However, the same understanding is not as well promoted for children attending on limited days because they are not offered the same activities. Children's physical development is promoted because they enjoy a wide range of activities to support this. For example, they attend a range of outside activities and take part in baking and planting activities with the childminder. Consequently, they are active and develop their coordination well.

Children's communication and language skills are promoted well because the childminder encourages their speech and language through regular story times and reading opportunities. For example, older children enjoy reading stories to younger children and the childminder supports this by praising and encouraging their efforts. After the stories are read children are encouraged with retelling these in their own words and together they talk about what happened. Children listen attentively and because the childminder asks a range of open-ended questions their thinking is further promoted. As a result, these learning experiences are matched to children's needs, therefore, provide sufficient challenge, in support of their readiness for school. Children's personal, social and emotional development is genuinely encouraged because the childminder praises and encourages their efforts. For example, as a group of children enjoy some pretend play with the 'post office' the childminder complements them on their good organisation. She supports their play further by explaining the various things they can buy or sell and gently encourages them to work together as customers and assistants.

The childminder has a strong relationship with parents and they communicate well together. Parents are required to share everything they can about their child before they start at the childminder's setting to support her understanding of their starting points. Settling-in visits are arranged and promoted according to children's individual needs to help, support and encourage their feelings of security. Ongoing information is promoted well because opportunities for parents to share their children's progress and achievements from home is encouraged to support children's overall learning and development. As a result, children are well supported and parents are fully included in their children's learning. Older children attending the childminder's home have great opportunities to express themselves through a range of resources and activities, which they are encouraged to make choices about. For example, children access a range of games which supports their mathematical development and as they dress up in a range of outfits their understanding of the world around them is promoted. As a result, the specific areas of learning are well promoted.

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

Children are forming strong bonds and attachments with the childminder and their peers because the childminder promotes lots of opportunities for group activities where children learn to work together. For example, a group of children work well together to create their own imaginative post office. Some children become customers while some are post office workers. The childminder joins in with the children's games and supports their play well. She interacts with the children, which they clearly enjoy and she encourages their thinking, such as when she suggests the many items you are able to buy from the post office. Children show a genuine enjoyment of each other as they play together and their personal, social and emotional development are well promoted as the childminder warmly praises and encourages them. As a result, children's emotional well-being is supported and they are well supported in their move from home to the childminder's setting and beyond. Children's independence is strongly encouraged as the childminder supports them in trying things for themselves before they ask for help. For example, they make choices about their play, self-select from a range of resources and confidently demonstrate how they are

able to put on their own dressing-up outfits.

Children's behaviour is good and they demonstrate a genuine kindness towards other minded children as they play, regardless of their differing ages. The childminder has a range of boundaries and some home rules which children clearly follow and they remind each other of these. For example, children prompt each other to remember that they must not climb on the furniture. Children's behaviour is further encouraged by the childminder's effective role modelling. For example, she speaks softly and calmly to children and ensures that everyone has an opportunity to speak and be listened to. As a result, children are learning about appropriate ways in which to behave. In the childminder's role as key person she ensures that each and every child's learning and development is personalised to their individual needs through the detailed observations and assessments she conducts. She works closely with parents to share information about what children enjoy outside of her setting promoting a two-way flow of discussion. Consequently, children's needs and interests are promoted overall.

Opportunities for children to lead and learn about healthy lifestyles are good. The childminder provides a wide range of hot and cold meals and snacks which provide children with the right nutrients and their understanding of being healthy is promoted well. For example, children eat a range of fruit and vegetables on a regular basis and their individual dietary needs are taken into account. Children have good opportunities to enjoy fresh air and exercise as they regularly use the garden for outside play and attend a range of outside activities and groups. Children's awareness for their personal safety is generally supported because the childminder encourages them to learn, for example, while out visiting groups and parks. However, their understanding of their personal safety in the home is not as well promoted. For example, they are not prevented from opening the front door as visitors or parents arrive. As a result, children's understanding of their personal safety is not consistently promoted to the very optimum.

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

Arrangements for safeguarding children are good. The childminder keeps, and updates, a clear record of the children she cares for on a daily basis. She consistently records children's hours of attendance, demonstrating that she is regularly within ratios. The childminder risk assesses the outings that the children take part in on a regular basis and only takes part in larger outings if it is appropriate to do so. She completes a daily check of her home and promotes children's safety during the drop of and collection of children at school times. Additionally, the childminder ensures that she does not care for more children than the requirements of the Statutory framework for the Early Years Foundation Stage allow her to. She demonstrates a good knowledge and understanding of the procedures to be followed in the event of a safeguarding concern. She has a range of policies and procedures, which she updates regularly and shares with parents to ensure that they are aware. Additionally, she promotes her own knowledge and understanding through regular reading and updating of her own training to stay informed. All required Disclosure and Barring Service checks have been completed on family members and the regular review of documentation is completed. As a result, children's safety is promoted

and the safeguarding and welfare requirements are met.

The childminder has some systems in place to support her monitoring of the learning and development requirements. For example, she regularly looks at the observations she carries out and ensures that children's next steps are incorporated into the planning to ensure that there are no gaps in their learning. As a result, children consistently reach expected levels of development. The childminder looks at a range of ways in which she can improve her setting, which includes identifying the views of parents and children through discussion and written questionnaires. Parents who gave feedback during the inspection were very positive about the care their children receive stating that they were very pleased with the setting. Additionally, children also commented that they 'love it' at the childminder's home. The childminder uses all feedback to review her setting and through the evaluation of activities she is able to support and promote continuous improvement.

Partnerships with parents and carers are good. The childminder and parents work together to promote a consistent approach towards children's learning and development. For example, they regularly share information about the children's day, swap messages from school and communicate effectively if there are concerns. Partnerships with other providers delivering the Early Years Foundation Stage are strong and the childminder has built these effectively, to support children in her care. For example, the childminder regularly follows the planning of the local pre-school, which enables her to extend activities at her setting. Letter of the week is followed in conjunction with the pre-school and as a result, children benefit from the promotion of joined-up working, which consistently supports their learning and development.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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>     | 123385        |
| <b>Local authority</b>             | Hertfordshire |
| <b>Inspection number</b>           | 956152        |
| <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>  | 11            |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 01/12/2009    |
| <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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