

Inspection date	01/04/2014
Previous inspection date	23/03/2011

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		1
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 educational programme promoted by the childminder has great focus on children's individual interests and aptitudes. She maintains an effective assessment and planning procedures in practice to ensure children are supported well to develop their skills.
- Children learn through play and are provided with exciting and challenging activities to support the next steps of their development. Children engage well in activities with the childminder and benefit from the experiences with her.
- The childminder provides children with an exceptionally welcoming environment. She and children have created very strong attachments. Children benefit from the childminder's excellent understanding of their individual needs.
- Children effectively learn about healthy living. The childminder actively supports their independence during their time with her. Children independently choose from a range of healthy snacks and have excellent opportunities to exercise and enjoy fresh air.
- The childminder fully understands her responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage framework. She takes all reasonable steps to ensure children in her care are safe and secure at all times.

It is not yet outstanding because

- There is scope to further enhance the procedures in place for gathering information from parents about their children's learning at home, in order to further promote their progress.

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 interacted with children at various times throughout the inspection.
- The inspector conducted a tour of the premises and the outdoor provision during the inspection.
- The inspector observed activities with children and snack time.
- The inspector looked at children's assessment records and a range of other documentation, including the policies and procedures.
- The inspector took account of the views of parents in recorded feedback in written questionnaires.
- The inspector looked at the childminder's training certificates and discussed the impact of training on her practice.

Inspector

Karina Hemerling

Full report

Information about the setting

The childminder was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult child and three children aged 14, 10 and eight 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 two guinea pigs and a dog as pets.

The childminder attends activity groups and visits parks with children on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll in the early years age group and they attend a variety of part-time sessions. The childminder operates all year round from 6.45am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the 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 procedures already in place for gathering information from parents about their children's learning at home and their personal interests, to enable the childminder to support even further children's development and individualities at her provision.

Inspection judgements

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

The childminder shows high level of awareness on how to promote the learning and development requirements of the Early Years Foundation Stage framework. Parents and the childminder identify children's starting points during the settling-in sessions. The childminder tailors her teaching to meet the individual needs of children, in order to support their learning and development during play. She provides children with great opportunities to learn and develop their skills during their time with her. The childminder effectively displays children's artwork and this helps them to feel a sense of belonging. Children participate in a variety of opportunities to learn early literacy skills, such as writing and drawing activities. The childminder effectively assesses and plans for individual children because she observes them, in order to plan meaningful activities to support their development. Children and the childminder play with the toy cars. The childminder effectively challenges children's thinking and encourages them to solve problems by grouping cars by their colours and sizes. Children benefit from the very effective communication skills of the childminder. She encourages children to share their ideas by using open-ended questions during play. Children are asked what they think is under the

car bonnet and they explore the toy cars to investigate and explore under the car bonnets.

Teaching is good. The childminder ensures the learning environment and the activities provided for children at her provision allow them to learn across the seven areas of learning of the Early Years Foundation Stage framework. Children learn through a very balanced practice of child-initiated and adult-led activities. The childminder reads books to children and they enjoy singing their favourite nursery rhymes during their time together. The childminder prepares the learning environment to ensure children take part in activities intended to support their next steps of learning. During child-initiated activities, the childminder builds on children's learning while they have fun and play. Children enjoy playing in the home corner. They make a range of sandwiches using the varied options of pretend food, which they have available at the home corner. The childminder effectively supports the children to decide how many sandwiches they are going to make and how many plates they will need for their sandwiches. Children play independently and the childminder skilfully joins in, to enhance and extend their play. Children and the childminder discuss the ingredients they use for their sandwiches, such as the difference between gherkins and cucumbers and what strawberries and tomatoes might taste if they are together in a sandwich. Children have fun while they learn through play as the childminder provides them with different opportunities to play ball games. They play with larger balls in the garden and enjoy playing a catch and throw game using a soft ball and a pad indoors. This helps children to develop their coordination and physical skills. These good experiences ensure children are learning the skills they need to be ready for school.

The partnership with parents is good. The childminder very effectively shares with parents the individual assessment and planning for their children on a regular basis. Parents are informed of their children's play experiences at every session they attend. The childminder effectively shares with parents the activities, which she has planned for their children and the learning outcomes of experiences. However, there is scope to enhance the procedures in place to ensure more effective sharing of children's home learning and interests to ensure the childminder can further support their already good progress. The childminder effectively tracks the development of children and plans for their next stages of development. Children benefit from the childminder's consistent approach to their individual learning. Therefore, children make good progress.

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

The childminder and children have created very strong bonds. She provides children and parents with a very thorough settling-in procedure, which ensures children's emotional well-being is supported from the very beginning of their experiences with the childminder. The childminder and parents very effectively share information about children's care needs and this means that their individual needs are extremely well met. The childminder maintains effective records of children's individual routines. She shares all aspects of children's daily experiences with parents, every session they attend. Parents and the childminder maintain routine discussions and records of children's needs in the communication book, which she keeps for each child in her care.

The childminder skilfully encourages children in her care to be independent. For example,

before mealtimes, children independently wash their hands and find their hand towels by looking for their names on labels. Children set up the snack table and choose from a variety of healthy snacks. They eat independently using cutlery and effectively pour water in their cups and put away their utensils after they finish eating. The childminder supports children in promoting their self-awareness and self-care, for example, they select a tissue and wipe their noses independently. Children learn about healthy living because the childminder provides them with great opportunities to exercise and to enjoy the fresh air outdoors. They often visit local parks and the children enjoy using the well-resourced outdoor area to develop important physical skills while playing outside.

Children behave exceptionally well. The childminder has set up the house rules with the children and she reminds them of the rules when needed. Also, children react very well to the boundaries set for them. The childminder is very reassuring with children. She is kind and always supports them when needed. Children effectively learn about road safety. When going out with the childminder, they understand the boundaries in place, in order to ensure their own safety. The childminder extends her road safety teaching to activities, which she plans for children. For example, while playing with the toy cars with the children on the traffic floor mat, she explains to them the importance of stopping their car at the zebra crossing. The childminder teaches children about traffic lights and the importance of crossing the road only when there is a green light for pedestrians. The childminder provides children with an extremely well-resourced learning environment, indoors and outdoors. Children can freely access the toys and equipment of their preference and explore all areas available to them. The childminder teaches children important skills to ensure a smooth transition to school.

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

The childminder has excellent understanding of her responsibility in providing children with a safe and secure environment. She has a good knowledge of safeguarding and is clear about the procedures to follow should she have any concerns about a child in her care. The childminder maintains daily risk assessment checks to ensure her provision is prepared to welcome the children and maintains a very well-documented practice and a set of written policies. She effectively shares her policies and procedures with parents, in order to ensure they are aware of her care and educational practice. The childminder participates in training and professional development opportunities to ensure her practice is in accordance with the statutory requirements.

The childminder has created a strong partnership with parents. She regularly shares with them their children's individual planning and assessment. The childminder effectively observes the skills of children at her provision and plans for their next steps. Children develop very well and are exposed to an effective learning environment, which reflects their individual interests and aptitudes. Parents and childminder maintain routine discussions about children's feelings and individual care needs. The childminder tailors her routines to the needs of children. Therefore, children benefit from the attentive care of the childminder.

The childminder routinely consults parents' views through written questionnaires and implements their suggestions in her practice. She effectively reflects on her practice. The childminder sets effective targets to implement new ideas. For example, the childminder has recently created the mud kitchen for children to play in the garden to enable them to further develop and explore their interests in the home corner. The childminder works closely with her assistant to ensure children are well supported during their play. She has established strong links with the local children's centre and attends activity groups with the children. The childminder understands about liaising with other providers to ensure continuity in children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	404119
Local authority	Hertfordshire
Inspection number	872220
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	23/03/2011
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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