

## **Inspection date**

28/04/2014

Previous inspection date

13/11/2013

## **The quality and standards of the early years provision**

**This inspection:**

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder asks children a range of open-ended questions and shows interest in their home lives. As a result, children are keen to share their experiences with her and are developing in their communication and language skills.
- The childminder has a clear understanding of how to safeguard children. She has a solid knowledge of signs of abuse and how to report these appropriately. As a result, children are kept safe from harm.
- Children are happy and have formed secure bonds with the childminder and their peers. Consequently, children are excited to attend the childminder's home.

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

- Children's identified next steps are not incorporated into future activities. As a result, their progress is not maximised. Assessment is not linked to children's stage of development, so information shared with parents about progress is misleading.
- The childminder does not evaluate the service that she provides and does not seek parents' views on her practice. Therefore, she is not continually improving the quality of the provision to ensure children receive good opportunities while in her care.
- Strategies to engage parents in promoting learning at home are not good enough, as information about upcoming activities is not consistently shared by the childminder.
- Children do not consistently learn to use good manners, such as saying 'please' and 'thank you'.

## 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.
- The inspector talked with the childminder, her assistant and the children present at the time of the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members and a range of other documentation.
- The inspector reviewed the childminder's understanding of how to keep children safe, with particular regard to safeguarding procedures and ratios.

## Inspector

Kate Hogan

## Full report

### Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her children aged six and 12 years in Harpenden, Hertfordshire. The whole ground floor of the house and the rear garden are used for childminding. There are first floor rooms available if needed. The childminder is registered to work with an assistant. She attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 11 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am 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 meet the requirements of the Early Years Foundation Stage the provider must:

- provide activities which offer suitable levels of challenge for each child, ensuring that identified next steps are incorporated into planning and are linked to the appropriate stage of development
- improve the two-way flow of information with parents by providing them with information about planned activities so that children can extend their learning at home.

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

- regularly encourage children to use good manners, for example, to not talk while eating and to say 'please' and 'thank you' appropriately
- devise and implement a thorough self-evaluation process, which includes the views of the parents, to foster a culture of continuous improvement in order to drive the quality of the provision forward.

## Inspection judgements

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

Teaching and learning are generally good. The childminder consistently extends children's vocabulary and teaches them to use new words, as she spends lots of time engaging in

purposeful dialogue with them. For example, children are asked a range of open-ended questions throughout the day, such as 'What did you do over the weekend?' and 'What do you think the weather is like today?' As a result, they are encouraged in their emerging communication and language skills and are becoming confident communicators. Children's ability to express their ideas and use their imagination is promoted. For example, they are given choices about what they want to do each day and have plenty of free time to play games with their peers. Children are encouraged to work together and take turns when playing board games, therefore developing their personal, social and emotional skills. Observations are conducted regularly on all children who attend the childminder's home but do not attending other settings. Learning journals are in place and observations are clear and have sufficient detail. They are accompanied by photographs and the children's artwork. The observations cover the prime and specific areas of learning and show the children's identified next steps. However, these are not incorporated into planning effectively. As a result, children are not being challenged as needed. Furthermore, the childminder links the observations and quarterly reviews that she makes to the child's chronological age, not their stage of development. As a result, although it is clear to see in the observations that children are making some progress, the childminder does not demonstrate an appropriate knowledge about how to assess children. Children access resources and activities across the prime and specific areas of learning. For example, they use dressing up clothes, a garage and cars, dolls, books, ride-on cars, a train set, various art and craft materials, bats and balls.

The childminder encourages children to write their own names on sun dials they have made, then to add the arrows and separate their dials into four weather sections. Children happily draw different weather on their dials. The childminder does not dictate to them that their dials must look a certain way. As a result, children's free choice is promoted and they are growing in confidence. Therefore, children are beginning to learn the skills required for going to school. Older children take part in activities that offer them additional challenges. For example, they complete complex jigsaws and help to prepare meals. The childminder teaches children the early stages of mathematics and reading. For example, she encourages them to practise their school spellings with her and to read their school books. However, she does not have secure knowledge of children's precise next steps in learning. Therefore, her teaching is not focused on children's individual needs to maximise their progress. Children are developing an understanding of festivals and cultures. For example, they recently made Chinese lanterns and learned how to write their names in Chinese. Furthermore, children are encouraged to look at a large map in the childminder's home and choose a country, from which the childminder will try to provide a food item for them to try. As a result, children are experiencing new foods and gaining a better understanding of the world.

The childminder shares information about the Statutory framework for the Early Years Foundation Stage with parents and also shares children's quarterly reviews with them. Parents of younger children are encouraged to view their learning journals and share information showing 'wow' moments about special days that take place outside of the childminder's home. However, the childminder does not offer parents information about upcoming activities that she is planning. Therefore, parents are unable to extend their children's learning at home. As a result, children's learning is not maximised.

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

Children are happy and settled at the childminder's home and feel secure in the welcoming environment. The childminder has a solid relationship with parents in regard to children's care needs, and children are excited to be with the childminder. As a result, children's well-being is promoted. There is a daily communication book that is used to share information with parents about children's care needs, such as what they have eaten and if they have slept during the day. The childminder has a solid understanding of the home life of each child in her care and talks to the children about their family members. As a result, children's continuous care needs are met satisfactorily. The childminder teaches children to socialise, particularly during mealtimes, which are a very interactive experience. A picture scrapbook reminds children about activities they have undertaken together and they enjoy recalling this information. As a result, personal, social and emotional development is being promoted. Children behave well and generally play cooperatively with each other. Any instances of minor bad behaviour are dealt with quickly and calmly. There are house rules on display which all children are made aware of. However, they are not being taught about appropriate manners consistently. For example, the childminder does not remind children not to talk with their mouths full at lunchtime. In addition, she does not use good models of language in regard to saying 'please' and 'thank you' when being given things.

Children are forming strong bonds and attachments with the childminder and their peers. For example, three girls are seen cooperatively playing snakes and ladders with one another and giggling and chatting happily. They talk about their favourite films and invite each other to their houses. The childminder talks to the children throughout the day and offers lots of praise and encouragement to them. For example, she talks to the children over lunch and encourages them to listen to each other's responses. As a result, children are forming secure relationships with the childminder and each other and are enjoying their time at the childminder's home. Children's independence is promoted. For example, they put on their own shoes and coats, use the toilet independently and are encouraged to be responsible for their own belongings. As a result, children are learning how to support themselves in different ways according to their environment. Children's awareness of personal safety and risks is developing appropriately. For example, the childminder and her assistant teach them how to stay safe when out walking by holding hands, not running and stopping at roads. Furthermore, when using the safety scissors a child says 'You have to be careful as scissors are sharp'. Consequently, children are demonstrating knowledge of how to keep themselves safe from harm.

The childminder encourages children to be healthy as she provides a range of nutritious food, some of which is grown in her garden. As a result, children are learning where food comes from and are experimenting with new tastes. The childminder promotes children's understanding of a healthy lifestyle because she ensures that they wash their hands before eating and after using the toilet. She clearly explains why it is important to do so in order to stay well. The childminder encourages children to enjoy fresh air and exercise on a daily basis. For example, children play in the garden every day and frequently visit the common, duck pond and park. As a result, children are progressing in their physical

development. All equipment and resources within the childminder's home are appropriate as all toys are clean and well maintained.

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

The childminder has a sound knowledge of the safeguarding and welfare requirements and is able to demonstrate how she effectively safeguards children. She is aware of possible signs of abuse and knows the procedure to follow if she has concerns about a child in her care. Safety gates are in place and used when younger children are in attendance, and the doors are securely locked. The childminder conducts risk assessments for outings and also carries out a daily check of the home and garden. There is a daily record book where information about each day is collated. For example, details about trips, children attending and their needs and any areas for concern are listed. Policies and procedures are up to date and include safeguarding, complaints and the use of mobile phones in the home. As a result, children are effectively safeguarded while in the care of the childminder.

The childminder has up-to-date first aid training and holds an appropriate childminding qualification. The assistant is currently completing her childminder registration training and the childminder supports her learning. The childminder received information from her local children's centre with updated legislation information and ensures this is incorporated into her practice as necessary. The childminder has taken steps to improve since her last inspection by ensuring that she addressed the previous actions raised promptly. For example, an assistant has been recruited to ensure that correct ratios are maintained at all times. However, the childminder does not currently evaluate her childminding service. As a result, continuous improvement is not taking place and the service is not being improved for children. The childminder monitors the learning and development requirements by ensuring that herself and her assistant keep up to date with online updates and publications aimed towards childminders. The childminder monitors her assistant and offers feedback and areas for development when appropriate.

Although partnerships with parents are in place in regard to children's care and their development, ideas to extend learning at home are not offered to parents consistently. Furthermore, the childminder does not seek parents' views on the service she offers. As a result, she is not incorporating parents' views into her service effectively. Therefore, she is not improving her service by tailoring the environment to meet the needs of the children who attend. Children's views are sought by the childminder, who asks if they enjoyed an activity and what they would like to do next time. Children are encouraged to take turns to choose what they would like to eat, and the childminder talks to them about their likes and dislikes. Partnerships with other providers and agencies are in place. The childminder has a sound link with the staff at the children's centre. They send her information and support her at network meetings. The childminder also has links with the local school, nursery and pre-school where she collects children. The school has an information board, which the childminder photographs and uses to combine her curriculum. For example, recent topics that the childminder has linked include transport and Brazil. This supports children's continuity of care and learning.

### **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>	EY385370
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	963331
<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>	11
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/11/2013
<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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