

Inspection date

Previous inspection date

10/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children are settled and secure. This is because they have formed close bonds with the childminder and her family.
- The childminder has a clear understanding of her role and responsibility to safeguard children. Policies and procedures are implemented to ensure children are kept safe.
- Children experience opportunities to socialise with similar aged children when they attend purposeful activities outside of the childminders home. This helps them to become confident in larger groups of children.
- The childminder teaches children about alphabet letters, colours and number. As a result, they are learning some skills they need as they move on in their learning.

It is not yet good because

- Information gained from observations is not always used effectively to plan challenging activities to support children to make good progress towards the next steps in their learning.
- Procedures to ensure parents are fully involved in sharing information from home are not sufficiently robust, to make sure all relevant information is available to use in planning for children's learning.
- Children's communication skills are not always fully extended. This is because the childminder does not consistently use good teaching styles, such as using open-ended questions during their play.

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 with the childminder and children throughout the inspection. She observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at resources available to children. She observed activities indoors and in the garden.
- The inspector looked at children's assessment records, evidence of suitability of adults living on the premises and a range of other documentation, including the safeguarding policy.

Inspector

Maura Pigram

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and children aged three years in a house in Watford, Hertfordshire. The whole of the ground floor is used for childminding. A bathroom upstairs is used and a bedroom is used for sleep and rest purposes. There is an enclosed rear garden for outdoor play. The childminder attends age-appropriate groups with children. She takes and collects children from the local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group. Children 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. The family has a dog.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- extend knowledge of assessment so that information gained from observations is effectively used to show how children are progressing and use this information to plan challenging but achievable learning experiences for each child
- ensure opportunities are provided for parents to contribute more information about what children do at home and use this shared knowledge to plan together and think through ideas of how to move children even further forward in their learning.

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

- extend children's language development further, for example, by using open-ended questions that encourage responses from children.

Inspection judgements

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

The childminder has an appropriate understanding of the seven areas of learning and knows that children learn through play. The childminder gathers information from parents when their children first start with her about their individual needs, routines and interests. As a result, she ensures resources that children are interested in are easily available, for example, children enjoy playing with trains and cars. They push these along the floor, cooperatively playing alongside each other. The childminder regularly carries out observations of children's activities using a software program. However, the observations

are not yet effectively used to monitor children's progress or fully used to guide and inform the next steps in children's learning. As a result, children are not sufficiently challenged and extended to make strides in their achievements. This means that children make satisfactory, rather than good, progress in their learning and development. The childminder has started to complete the progress check for children between the ages of two and three years to ascertain their development. This ensures that any additional support or intervention can be quickly sought and provided. This is shared with parents. However, the childminder has not yet obtained or included information from parents about what children learn at home in her planning so that this can also be used to support the next steps in their learning.

Children are helped to develop some skills to aid their readiness for school. For example, the childminder teaches children to recognise letters of the alphabet, colours and numbers throughout their play and on outings. Children also enjoy creating cards to mark special occasions. They learn how to successfully use glue sticks and how to stick their chosen pictures onto the card. The childminder consistently talks to children. They repeat what she says and some sing songs related to the activity. This supports children's language development. The childminder provides sensitive support to children during their activities. For example, she sits alongside them so that she is at their level and offers guidance as and when necessary. She is interested in what they say and do and asks questions as they play. This supports children's personal, social and emotional development. However, at times the teaching is not as good as it could be. This is because the childminder does not consistently use open-ended questions to help children develop their language. As a result, children's thoughts and ideas for further learning are not always fully extended during their play.

Children play outside on a daily basis. They enjoy digging in the sand and riding wheeled cars in the garden. This promotes children's emerging physical skills and confidence. In addition, they regularly attend age-appropriate groups. During this time children enjoy joining in with group activities, such as singing and messy play activities. This provides children with opportunities to mix with similar aged children. This supports skills they will need as they move on in their learning, such as starting school. In addition, during school holidays, children are taken to the library. This helps children to develop a good interest in books. The childminder regularly reads stories to children. They point to the pictures and learn that print carries meaning. Crayons and pencils are easily available for children to draw or create marks. This supports children's emerging writing skills.

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

Children enjoy warm relationships with the childminder and her family. They freely help themselves to resources and happily explore the environment. This shows that they feel settled and secure. She offers a flexible settling-in procedure so that children can become familiar with their surroundings. As a result, children make a comfortable and smooth transition from home to the childminder's care. The childminder works closely with parents to gain all of the necessary information to meet children's individual care needs, including their health and dietary requirements. She records all required information and obtains necessary consents from parents. This contributes to the continuity of care between

children's parents and the childminder.

Children's self-esteem is promoted during play and routines. For example, praise is provided for all tasks no matter how small and for agreeing to share popular resources. This promotes their personal, social and emotional development. Unacceptable behaviour is consistently managed by the childminder. For example, when children run indoors they are gently reminded why this is not appropriate. As a result, they learn right from wrong. The outings to age-appropriate groups means that children develop confidence in large group situations. This contributes effectively to helping children move forward in the next stage of their learning, such as starting school or nursery. Resources offer a good range of experiences and are easily available for children. These are rotated according to children's interests and stage of development.

Children develop an appropriate understanding of health and safety. For example, the childminder reminds them to wash their hands before eating and after using the toilet. She works closely with parents to support younger children in developing independence in their personal care routines. This also contributes to them gaining skills to support their move to the next stage in their learning. Meals are eaten at the family dining table and good manners are encouraged. Nutritious snacks include fruit and drinks of water are easily available. Children's understanding of safety is supported during daily activities. For example, when on outings they are reminded to stay close to the childminder and they learn how to cross roads safely. Children learn to take safe risks in their play when they use large play equipment, such as swings and slides. This supports their physical development and builds their confidence in using large equipment.

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

The childminder has a clear understanding of child protection issues. She is aware of what would give her cause for concern and the procedures to follow so that children are protected. She has attended safeguarding training and has devised a relevant policy. She shares this with parents to further protect children's safety. Risk assessments and daily safety checks are implemented for all areas used by children. The childminder ensures her home is well-maintained and external doors are secure. She ensures they are well supervised so that they are within sight or hearing at all times. This contributes to ensuring children remain safe and protects their welfare.

This is the childminder's first inspection since registration. She has a positive attitude and is keen to develop her knowledge and understanding about how to effectively support children's learning further. The childminder has evaluated her practice and recognises the value of this. This includes the monitoring of the learning and development requirements. She is currently developing a culture of continuous improvement to update and enhance her skills and knowledge by attending relevant training. Parents and children's views are included in the self-evaluation process. Since registration, she has implemented a software program to record children's achievements. This is shared with parents. They say that they like this system and value the time that the childminder has taken to become familiar with this. However, the childminder is not yet using this effectively to maximise children's

learning.

The childminder ensures that daily discussions with parents take place, so that they are well-informed about their children's welfare and the activities they have taken part in. Parents say that their children enjoy coming to the childminder's house and playing with their friends. The childminder is aware of the need to develop a partnership with other providers where children may attend so that continuity of children's learning is provided. There are no children with special educational needs and/or disabilities. However, the childminder is aware of the need to work in partnership with parents and other professionals to ensure that any specific needs are promptly identified and supported.

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	EY433739
Local authority	Hertfordshire
Inspection number	796549
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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