

Inspection date	25/06/2014
Previous inspection date	10/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Teaching is good because the childminder understands how to promote children's learning and development through a range of well-planned activities and play experiences. The childminder uses effective planning, assessments and observations to help ensure children's learning is promoted to a good level.
- Children are developing strong bonds and attachments with their childminder and other children. The childminder knows about the children's likes and interests, which means that she meets their personal care needs to a good level. Children are beginning to demonstrate an awareness of their own safety as they are involved in daily routines.
- The childminder has a secure understanding of safeguarding issues and how to keep children safe. Appropriate routines and risk assessments help her to monitor and maintain children's safety and well-being at all times.

It is not yet outstanding because

- There is scope to expand on the information shared with parents about children's identified next steps to better support them in extending their children's learning at 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 talked to children and watched them play with a range of toys and resources around the home and in the garden.
- The inspector talked to the childminder about the individual needs of the children in her care.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a selection of documents in relation to the children's progress and developing skills.
- The inspector looked at a variety of documents used by the childminder to support her in monitoring the safety of the children through robust safeguarding procedures.
- The inspector looked at evidence of the childminder's and assistant's qualifications and the suitability checks undertaken for all adults in the home.

Inspector

Tina Kelly

Full report

Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in a house in Harpenden, Hertfordshire. The whole of the childminder's home is used for childminding. Children do not generally access upstairs because there is a downstairs cloakroom. There is an enclosed outside area for children to access on a regular basis. The family has some tropical fish. The childminder holds a childcare qualification at level 3. She attends a toddler group and activities at the local children's centre and she visits the shops and park on a regular basis. The childminder supports children who speak English as an additional language and collects children from the local schools and pre-schools. There are currently seven children on roll, of whom four are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. At times, the childminder works with an assistant.

What the setting needs to do to improve further

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

- strengthen further the links with parents, for example, by sharing planned activities that are based on next steps in the children's learning to enable parents to support children's learning at home.

Inspection judgements

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

The childminder demonstrates a good understanding of the Statutory framework for the Early Years Foundation Stage. The quality of teaching is good because she uses recently implemented observation and assessment systems to plan a broad education programme for children of all ages. The childminder knows about the children's starting points as she finds out about their interests by using a detailed 'All about me' form. She has an effective settling-in process which enables her to build on children's interests and skills. The progress check between the ages of two and three years is carried out and a written summary is shared with parents to enable them to support children's developing skills at home. The childminder talks to parents on a regular basis and they have regular opportunities to look at their children's learning journals. Consequently, all children, including those who speak English as an additional language, make good progress in all areas of learning. However, there is scope to strengthen the links with parents. For example, by sharing the identified next steps in children's learning more effectively to enable them to further support their developing skills at home.

The childminder plans a flexible range of varied and interesting play opportunities

throughout the week. She organises resources and toys both in the playroom and the garden that are based on the children's interests, which extends and develops their learning through play. The childminder knows about the children's personal likes and interests and she sets out favourite activities in the garden. Young children enjoy playing with large dry pasta shapes set out in the sand tray. They explore the textures and the noise made when pushing and pouring the pieces in the tray. The childminder sits alongside to guide the children as they mix and pour using spoons to transfer the pasta to different containers. She supports their language and social skills as she constantly talks and models how they can use the different tools set out for them. Children enjoy taking part in adult-led activities. The childminder provides suitable resources for the younger children and talks to them about what they are doing. She shows them how to use the large felt tip pens to draw different shapes and simple objects on a large cardboard box in the garden. The childminder asks the children to select a pen and she teaches them about the different colours. Children are encouraged to take off and put on the pen lids, which promotes their finer physical skills. They concentrate on lining up the lids and pens with great determination. Younger children are encouraged to make independent choices about what they want to do as they move between the playroom and free floor space around the home. The childminder is a good role model; she shows children how to put tracks and bricks together and introduces simple words to develop their language and communication skills. The childminder consistently supports children's conversational skills using songs and age-appropriate stories and books to teach them new words and phrases.

Parents receive regular updates, both verbally and through the diary and learning journals. The childminder consistently evaluates the progress of the young children in her care. She uses the information to adapt and plan challenging activities, which reflects the interests and abilities of the children in her care. School-aged children have opportunities to make requests and share ideas about what they want to do with regular discussions with the childminder. A questionnaire is used to review the children's favourite activities and plan for future events. The childminder extends children's personal, social and physical skills as they are taken to a range of different play groups and activity centres throughout the week. Consequently, children develop the skills to support the next stages in their learning and eventual move to other early years settings.

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

Young children form strong, emotional bonds with their childminder and the other children cared for. They are beginning to play alongside each other and to share and take turns. When children want the same toy, the childminder asks them to share and provides additional toys, so children have a choice about what they want to do. The childminder's sensitive approach and the setting of clear boundaries help children of all ages to learn about good behaviour. She reinforces good behaviour with lots of praise and encouragement. The childminder teaches children about their own safety by being aware of their surroundings. She asks them to take care and move toys out of the way as they manoeuvre the pushchair around the playroom. When out in the community, children learn about road safety and they are learning the skills they need to be confident and knowledgeable about the wider world. Consequently, children are learning to be aware of their own safety and other children's feelings.

Children learn about a healthy lifestyle through daily routines. The childminder talks to the children and explains what they need to do before snack time. Children are cooperative, as they are keen to wash their hands after coming in from the garden. They are beginning to understand the importance of good personal care. Children wait patiently to be lifted into their high chairs and they help to strap themselves in and put on their bibs. Children ask for their own cups. They enjoy a mid-morning snack of fruit and healthy foods. Nappy change routines are well managed because the childminder uses disposable gloves and anti-bacterial wipes to help to maintain a clean nappy change mat. Children are very helpful; they find their bags and help the childminder to get the nappies and baby wipes and lie on the changing mat. The childminder has flexible but well-established routines. She knows about the children's individual care needs as she liaises closely with parents.

The childminder plans activities and events to promote and extend children's personal, social and emotional skills to a good level. She works closely with parents to support children to move onto other early years settings. Children are gaining in confidence, which enables them to take part in new experiences with a strong sense of self-awareness and self-esteem.

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

Since the last inspection, where the childminder received a number of actions to improve and a subsequent monitoring visit, she has implemented effective changes in her overall practice. The assistant, who works alongside the childminder, has completed a local authority approved paediatric first-aid course. The adult to child ratios, as set out in the Statutory framework for the Early Years Foundation Stage are adhered to at all times and a daily record is maintained of the names of the children looked after on the premises and the hours of attendance. The identified next steps in children's learning are incorporated into the planning of activities. Children are protected as the childminder has a good understanding of how to safeguard them. She is aware of the signs and symptoms of child protection issues and she has attended relevant training. All required suitability checks, such as Disclosure and Barring Service checks, are in place for all adults living on the premises. The childminder has a written safeguarding policy and she has information about safeguarding on display. Parents are informed about her commitment to providing a safe environment for children to play and learn. Effective risk assessments are in place to help to ensure the safety of the children around the home, the garden and out in the community.

The childminder is well organised and uses the services of an assistant when needed. She has sought support and training from the local children's centre early years development team. This helps to ensure she uses the observations and assessments to consistently support children's learning and development in line with the Statutory framework for the Early Years Foundation Stage. Effective planning, assessments and evaluation of activities enables the childminder to review children's progress and promote their learning to a good level. The childminder has well-established links within the local community. She meets with other childminders and uses online network links to seek support and find out about

training opportunities. The childminder has a very effective evaluation process in place. She reviews her own practice and finds out about the parents and older children's views through regular discussion and questionnaires.

The childminder has strong relationships with parents. She discusses children's individual needs and uses a diary for the younger children to ensure parents are fully informed about their personal care and activities they have enjoyed. Relationships with other providers, delivering the Early Years Foundation Stage, are sound because the childminder discusses children's progress with all those involved in their learning. As a result, the continuity of children's learning and care is supported well.

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	123389
Local authority	Hertfordshire
Inspection number	973319
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	10/02/2014
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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