

Inspection date	03/07/2014
Previous inspection date	22/03/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is inspirational. The childminder skilfully assesses children's aptitudes and plans a variety of interesting, meaningful and challenging activities to extend their learning and to support their development according to their individual needs and interests.
- The childminder provides children with a flowing balance of adult-led and child-initiated experiences. Children are very eager to participate in activities and effectively explore the provision to expand their imagination during play.
- The partnership with parents is outstanding. The childminder successfully involves them fully in the care and education of their children at the provision.
- The childminder forms strong bonds with children. She provides them with a very warm and welcoming environment where they are comfortable, happy and develop their skills exceptionally well.
- The childminder has an exemplary understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has highly comprehensive procedures to ensure children are safe and protected from harm at all times.
- The childminder participates in training opportunities to enhance her skills and in network groups to share good practice. She has excellent procedures in place to reflect on and monitor her practice to ensure children's needs are met.

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 throughout the inspection.
- The inspector had a tour of the indoor and outdoor premises.
- The inspector observed activities and conducted a joint observation with the childminder.
- The inspector looked at children's assessment records and a range of other documentation, including the safeguarding policies and procedures.
- The inspector took account of the views of parents, expressed in person, and through letters and responses to questionnaires.
- The inspector verified evidence of the childminder's suitability and reviewed documentation linked to the childminder's qualifications and personal development.

Inspector

Karina Hemerling

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Hemel Hempstead, Hertfordshire. The whole of the property, except the master bedroom, is used for childminding. There is an enclosed rear garden for outdoor play. The childminder has a tortoise as a pet. She attends activity groups at local children's centres. The childminder visits the shops and parks on a regular basis, and collects children from the local schools and pre-schools. There are currently seven children on roll; three of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Tuesday to Friday, except bank holidays and family holidays. She holds a Foundation Degree in Early Years and 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 the existing opportunities children have to participate in group situations so they build further on the important social skills needed to support their future learning.

Inspection judgements

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

The childminder is very confident in promoting the learning and development requirements of the Early Years Foundation Stage. She very effectively works in partnership with parents to identify children's starting points and interests prior to their first day at the provision. The childminder tailors her practice to meet the needs and preferences of children from their early days in her care. For example, she meets children during home visits and interacts with them in their home environment to gather relevant information about them. The childminder provides children with toys and activities linked to their interests to enable them to engage with her. She has an excellent understanding of child development and competently assesses children's skills in order to plan interesting, meaningful and challenging activities to support their progress. For example, the childminder observes children's interest in shapes and provides them with a range of activities to embed their learning. Children draw pictures of their parents using shapes for the different parts of their face. The childminder organises interesting shape hunting activities at the provision and during outings. Children create shapes using modelling dough and building blocks. They discuss shapes during play, routines and activities. The childminder effectively follows children's interests and choices to teach them important skills. She incorporates teaching in all aspects of her practice. For example, the childminder often visits children and parents at their homes to meet a new baby, a new

pet or to play with a new toy with the children. She inspiringly celebrates children's individualities at the provision. For example, when children's grandparents and family members visit them, the childminder routinely helps children to create welcome cards for them. She celebrates festivals and effectively engages children in learning about traditions and cultures. For example, the childminder celebrates all children's birthdays with a party. She celebrates Christmas with the children and they exchange holiday cards with the local care homes and other community members every year. The childminder effectively involves parents in celebrations to maximise children's learning opportunities. Children benefit from the childminder's approach towards their personal lives and her focus on teaching them about the world they live in.

Teaching is outstanding because the childminder has an excellent understanding of the needs and interests of the children in her care, gained through her precise assessments. She is very enthusiastic about creating opportunities for them to develop their skills. For example, children are interested in making marks on paper and she provides them with activities and resources indoors and outdoors to extend their learning. She sets up an office area for children to play and provides children with easels and clipboards to ensure they are able to freely choose when to draw and colour. The childminder creates different role-play areas for children to expand their imagination. For example, children play with various toy vehicles available at the provision. The childminder sets up the role-play areas outside as a drive-through restaurant, a pet shop and a supermarket. Children manoeuvre the toy cars and bicycles as they explore the role-play areas. They confidently pretend to order food, look after their pets and shop while they play. The learning environment is meticulously prepared to ensure children have a variety of choices. The childminder plans and sets up purposeful activities based on children's individual needs. She provides them with excellent opportunities to access toys and resources. They independently lead their play. Children benefit from the free access to the outdoor play areas and effectively extend their play outside. The childminder provides them with a flowing balance between adult-led and child-initiated experiences. She effectively interacts with children to extend their learning. For example, children play with backpacks and handbags. The childminder encourages children to find objects to match the colour of their bags, then she explores and counts the objects with the children. Children benefit from play opportunities and activities across all the areas of learning on a daily basis. For example, children approach the childminder with their favourite book for her to read. She reads to children and further extends their learning and interests by creating props for the story using modelling dough. The childminder supports children to retell the story using the props they create. She regularly organises puppet shows with the children for parents. They celebrate the themes and topics learned with the childminder during the puppet show to share their learning with parents. The childminder organises different garden projects for children to participate in. For example, she plants and grows vegetables with the children. They take care of the plants they have planted together outdoors. The childminder teaches children about the life cycles and habitats of the frogs and hedgehogs that live in her garden. The outdoor provision is eco-friendly and very interesting. Children enjoy exploring and learning about nature. Children help the childminder to look after her pet tortoise and they go for daily walks to collect dandelions for the tortoise's lunch. She organises opportunities for children to play with other children in activity groups. However, there is some scope to enhance the existing opportunities children have to participate in a variety of group situations to ensure that they continue to learn important social skills to support their

future learning.

The partnership with parents is excellent. The childminder creates different opportunities for parents to participate in their children's experiences at the provision. For example, she often shares planning folders with them and regularly invites them for meetings to discuss children's learning and development. The childminder completes the progress check for children aged between two and three years with parents. She plans different events at her provision throughout the year and parents always participate. For example, she organises sports days and family outings in partnership with parents. The childminder effectively shares with parents ideas of activities children enjoy and advises them of strategies to further support children's learning and development at home. Therefore, children are effectively provided with continuity of care and education. The childminder very effectively works in partnership with teachers and key staff of children who attend other provisions. She gathers information about children's assessment and planning from them to implement opportunities to extend their learning and development at her provision. For example, she supports children in learning important literacy and numeracy skills. The childminder effectively adapts her practice to meet the needs of children of different ages so they are extremely well prepared for school.

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

The childminder forms very strong bonds and attachments with the children in her care. She provides children and parents with a very welcoming environment. The childminder effectively promotes children's interests and aptitudes in practice. For example, she displays photographs of children and their artwork so children can create a sense of belonging and self-assurance at the provision. The childminder has very effective procedures in place to gather information about children's home care and routines from parents. For example, they complete a profile form and share with the childminder information about their children's needs and requirements. The childminder takes into consideration all needs of children and adapts the provision to accommodate requests from parents. She ensures parents actively participate in their children's care. For example, she completes a feedback form for parents with details of their children's experiences with her, such as personal hygiene activities, eating and sleeping routines. The childminder meets and discusses children's care and routines with parents at every session they attend. Children are comfortable and happy at the provision. The childminder has an excellent understanding of children's individual needs and providing for their well-being is the highest priority of her practice.

The childminder actively promotes healthy living at her provision. She displays posters and shares relevant information with families. Parents provide their children with packed lunches and snacks. The childminder discusses with them healthy options for children's lunch boxes. She shares with them the healthy eating policy and procedure that is in practice. The childminder effectively teaches children to be independent throughout their time at the provision. For example, children find their lunch boxes and help the childminder to set up the table for meals. Meal times are an important part of children's social experiences at the provision. For example, the childminder effectively discusses with children the importance of eating well and tells them that if they eat all their food they will

be as strong and clever as mummy and daddy. She teaches children table manners. For example, children use their cutlery and napkins and pour their own drinks. Children help the childminder to tidy up the table once meal times are over. The childminder teaches children to care for their personal needs exceptionally well. For example, while teaching them to wash their hands she enthusiastically sings special songs for them to learn the importance of having clean hands. The childminder effectively teaches children to control and communicate their personal needs. She successfully teaches young children to use the toilet and supports them according to their individual stages of development. The childminder provides children with daily outdoor experiences. They freely access and explore the outdoor play areas available to them at the provision. The childminder regularly takes children to local parks and they accompany her at school pick-up and drop-off times. The childminder effectively teaches children about personal safety during their time at the provision and during outings. For example, children learn about road safety during their walks to the school. The childminder engages with the local lollipop lady to reinforce to children how to keep safe outdoors. She often takes children to the local woods and children learn about the hazards posed by stinging nettles and brambles. Children learn to stay close to the childminder and to respect her instructions during outings. Children thoroughly enjoy their time with the childminder.

Children behave well. The childminder is very attentive and supportive towards them. She effectively teaches children to respect each other and the environment. The childminder often praises them and celebrates all their achievements with passion. For example, children unsuccessfully attempt to wind up a toy. The childminder allows them to problem solve and think of strategies to achieve their aim. She then models how they could do it. Children manage to wind up the toy and the childminder expressively celebrates their success with them. She talks to children and effectively explains to them what is right and wrong. Children explore all the different play areas available to them at the provision. The childminder skilfully teaches children to respect the boundaries. For example, she tells children to be mindful while running and playing ball games outdoors. She is an excellent role model for children and leads by example. The childminder teaches children to be attentive to instructions of others and to communicate their needs and ideas. She often repeats to children 'when we listen, we learn'. The childminder effectively supports children's emotional development throughout their time with her and during transitions to other groups. She participates in open days and settling-in visits to the new provisions with children and parents. The childminder shares children's individual assessments and planning with key staff and teachers to ensure that they continue to support children's needs.

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

The childminder has an excellent understanding of how to promote the safeguarding and welfare requirements of the Early Years Foundation Stage in practice. She has a set of policies and these documents are effectively shared with parents so they understand the procedures in place to ensure children are cared for and educated in a safe and secure environment. For example, the childminder meets parents before meeting the children for the first time. She discusses the implementation of policies and procedures in the day-to-

day practice and other aspects of her provision. The childminder has robust risk assessments for her provision and for outings with the children. She effectively prepares and monitors the provision to ensure children are able to safely explore the areas available for them to play in. She maintains accurate records of medication administered to children. Parents are asked for permission to administer it and to acknowledge the entry in the record. The childminder records evidence of her suitability to work with children. She is highly qualified and regularly participates in training and professional development opportunities to further enhance her knowledge in order to provide children with high standards of teaching and to protect their welfare effectively. The childminder has a secure understanding of how to identify and refer concerns about children in her care. She has a good knowledge of the services available in her local area to support and protect children.

The childminder regularly assesses the progress of individual children in her care and plans effectively for their future learning. She routinely monitors the progress they make to ensure that their experiences at the provision are beneficial to their learning and development needs. The childminder tracks children's development and children progress rapidly. The partnership with parents is exceptionally strong and has a positive impact on children's emotional development and learning. Children are confident at the provision, develop their skills exceptionally well and are nurtured by the childminder to achieve their full potential. She has great expectations of children and they are very keen to learn and interact with her.

The childminder has robust procedures to reflect on her practice. She uses the Ofsted self-evaluation form as a tool and has her own procedures in place to monitor the quality of her provision. The childminder regularly consults parents and together they monitor the achievements of children. She has good links with the local authority early years advisory team and participates in training within her borough. She is part of a network group of childminders who reflect on and share good practice. The childminder has an excellent understanding of the services available for children in her local area and effectively shares this information with parents. She has a secure understanding of the steps to take should she be concerned about children's learning, development and welfare. The childminder builds strong links with other provisions children attend to provide them with continuity of care and education at her provision. She effectively involves children in their local community and teaches children about the importance of being a good citizen. As a result, children make excellent progress in their learning and development and are very well cared for.

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

Unique reference number	496676
Local authority	Hertfordshire
Inspection number	872241
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	22/03/2011
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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