

Inspection date	13/08/2014
Previous inspection date	03/11/2011

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		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

- The childminder and her assistant know the children well. They ensure resources and activities are interesting and teaching is good. As a result, children make good progress in their learning and development.
- Children form secure attachments with the childminder, her assistant and their family. A caring and supportive environment for children is provided.
- Children are protected because there are secure safeguarding procedures in place. The childminder and her assistant attend regular training. This means that professional development is continuous and contributes to protecting children's welfare.
- The childminder is well organised. She ensures that documents and records are kept up to date and accurate. She is enthusiastic and committed to continual improvement, so that she and her assistant can provide good quality care and learning for children.

It is not yet outstanding because

- Parents are not always fully supported to share with the childminder information about their child's learning at home.
- Partnerships with other provisions that children attend are not sufficiently well established to ensure that information about children's learning is consistently shared.

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 spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records and a selection of policies and children's records.
- The inspector took account of parents' views expressed in 'thank you' cards and looked at the childminder's self-evaluation and improvement plan.
- The inspector checked evidence of the childminder's qualifications and of the suitability of all those living or working on the premises.

Inspector

Maura Pigram

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is her registered assistant and children aged four and 11 years, in a house in Ware, Hertfordshire. The whole of the ground floor, which includes a cloakroom, is used for childminding. A bedroom upstairs is also 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 10 children on roll, of whom two 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. 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:

- build further on the partnership with parents, so that they are consistently well supported to share information about their child's learning at home
- enhance the partnership with other providers, so that information about what children are learning in other settings, is consistently shared.

Inspection judgements

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

The childminder has a good understanding of how children learn and the quality of teaching is good. She knows the children well, what their interests are and what they need to learn next. She uses this information effectively to support their learning and development. They display good characteristics of effective learning as they freely help themselves to the resources available. For example, they enjoy imaginatively playing with a range of play figures and dinosaurs. Children's emerging language is supported at all times. This is because the childminder and her assistant positively interacts with children during their play. They provide a running commentary and ask open-ended questions to help children think and respond. Story books are regularly shared and the animated way in which the childminder's assistant reads adds further enjoyment for the children. Lots of praise and repetition encourages young children's speech and language skills. This also supports children's communication skills and helps them with their emerging reading. Pens, pencils and paper are easily available, along with art and craft materials, so that children can express themselves creatively. This also encourages early writing skills. Some older children can write their own names and imaginative stories. The childminder

supports children's understanding of the wider world by offering purposeful outings. For example, they visit a range of parks. In addition, children are taken to museums and animal parks to extend their learning about particular interests.

The childminder understands the importance of working in partnership with parents. She gathers detailed information from parents when their children first start with her about their individual needs, routines and interests. This enables the childminder to identify children's starting points. Their ongoing progress is shared through discussions. The observations recorded can be viewed on the software programme used by the childminder. However, parents are not fully supported to share information about their child's learning at home, so that the childminder does not have this useful information available to use for her future planning.

Since the last inspection, the childminder has developed her knowledge about the use of observations to help identify the next steps in children's learning. She now effectively uses a software programme to monitor children's progress. The childminder carries out the progress check for children between the ages of two and three years, as and when the need arises. Planning is flexible and she plans activities that children enjoy to promote their development and offer challenge. For example, children recently created a display related to summer holidays. As a result, children acquire confidence in their ability to learn. They solve problems as they go and younger children delight in learning how to successfully use a range of tools, such as scissors and glue. This has a very beneficial effect, as they develop readiness for the next stage in their learning, such as school.

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

Children enjoy warm relationships with the childminder, her assistant and their family. The childminder provides a flexible settling-in process and tailors this to meet each child's individual needs. Children are given time to get to know the childminder and become familiar with their surroundings. This contributes to children feeling safe and secure in her care. Children are able to rest and sleep according to their needs. Their routines, interests and dietary needs are discussed prior to children starting. As a result, there is continuity of care between children's parents, the childminder and her assistant. This helps children to make a comfortable and smooth transition from home into the childminder's care.

Children are encouraged to behave well and the childminder's clear boundaries contribute effectively to this. For example, children know not to jump on the furniture and older children are considerate to their younger friends. The childminder uses praise effectively to develop children's self-esteem. As a result, they are confident to have a go and to try new learning experiences. The childminder and her assistant work well together. They provide consistent messages to children, so that they learn right from wrong. Children are helped to play cooperatively together and to share the resources. For example, during exploratory play with imaginative play resources, they are encouraged to take turns. This contributes to helping children to be emotionally well prepared for the next stage of their learning.

Children develop a good understanding of health and safety. The childminder encourages

them to develop good hygiene procedures. For example, they know to wash their hands before eating and the childminder encourages their independence in seeing to their personal hygiene. She has a good knowledge of their dietary needs. The childminder and her assistant work closely with parents regarding the provision of meals. These are healthy and nutritious, are freshly prepared and eaten at the family table. The childminder encourages good manners during mealtimes and children's independence is promoted. For example, they choose items that they would like to eat for lunch and they are encouraged to butter their bread. Good interactions from the childminder helps children to master this skill and to know how to safely use their knife. The childminder promotes children's understanding of safety at all times and in particular when on outings and walking to and from school. In addition, she shares books related to safety with the children and recently, they enjoyed a visit from fire safety officers. During this time, they learn how to keep themselves safe in a fun manner. Children learn about taking supervised risks in their play when they visit parks and soft play areas. This also supports children's emerging physical development and contributes to them learning about leading a healthy lifestyle.

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

The childminder has a clear understanding of the requirements of the Early Years Foundation Stage and monitors the children's learning well. She is passionate about providing a good service for children and their families. She has a secure understanding of safeguarding procedures, such as the possible signs that children may be at risk and how to respond to concerns. She updates her safeguarding knowledge regularly and ensures new information is shared with her assistant, so that he is fully aware about protecting children's welfare. Related documentation is regularly reviewed to ensure that this contains all the necessary information, including the contact telephone numbers of agencies related to child protection. The childminder ensures all areas used by children are suitable for them. She carries out risk assessments and includes outings in the process. Children are well supervised by the childminder and her assistant. They are always within sight and she ensures her home and garden gate are secure, so that children are safe.

The childminder has successfully addressed the recommendations raised at the last inspection. She is well organised and ensures that she complies with all aspects of the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder is continually reflecting on her provision to see how she can enhance children's learning. She has involved parents in the review of her childminding practice to ensure their views are also incorporated. Targets set are realistic and include the development of the garden to include vegetable and flower growing areas for the children. Since the last inspection, she has formed links with other local childminders. She is instrumental in sharing good practice, so that she makes continuous improvement to children's care and learning. The childminder and her assistant demonstrates a strong commitment to developing their skills. For example, she attends regular training and her assistant is currently undertaking a recognised qualification in early years.

Parents state that 'a warm, loving and fun environment is provided' for their children. They also speak positively about the progress their children have made since attending.

The childminder's policies and procedures are easily available for parents to see, so that they have an understanding of her practice. The childminder is aware of the need to form positive working relationships other provisions where children attend. For example, she is familiar with some nurseries and schools that some children go to. However, this partnership is not sufficiently robust to ensure that information about the learning, which takes place in these settings, is shared. Consequently, the childminder is not able to build on and complement this prior learning. There are no children with special educational needs and/or disabilities attending. However, the childminder and her assistant value partnership working with specialist professionals and understand the impact this can have on children's welfare and learning when the need arises.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY422565
Local authority	Hertfordshire
Inspection number	984578
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	10
Name of provider	
Date of previous inspection	03/11/2011
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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