

Inspection date	15/10/2014
Previous inspection date	30/11/2009

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 quality of teaching is good. The childminder talks to children as they play, which makes them confident communicators.
- The childminder promotes healthy lifestyles well. He provides homemade meals, robust hygiene practices and daily outdoor play, meaning children are gaining an understanding of how to make healthy choices.
- The childminder has a good understanding of how to safeguard children. As a result, children's welfare is promoted.
- The childminder has well-established and maintained links with parents and other providers. These methods successfully contribute to meeting and encouraging children's ongoing development.
- Self-evaluation is reflective of the childminder's practice. He identifies meaningful areas to develop that benefit the children in his care.

It is not yet outstanding because

- On occasion, the childminder does not give children enough time to fully explore and consolidate their investigations. This means children's play is sometimes rushed.

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 and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding. The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the provider's hardcopy of their self-evaluation form as provided via email to the inspector.

Inspector

Elke Rockey

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his partner and two children, aged 11 and three years, in a house, in Hitchin, Hertfordshire. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has a pet cat. The childminder works with his partner, who is also a registered childminder. He attends a toddler group and activities at the local children's centre. The childminder visits the shops, park and local woods on a regular basis. He takes children to and collects children from local schools and pre-schools. There are currently seven children on roll, all 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 5.30pm, Monday to Friday, except for bank holidays and family holidays. He has an early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance opportunities for children to speculate ideas and consolidate their learning during adult-led activities to optimise their learning.

Inspection judgements

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

The childminder provides a wide range of interesting resources for the children to explore independently or with the support of an adult. Resources are suitable for the range of ages of the children who attend. The childminder gathers information from parents when children first begin attending. He uses this vital information along with his own observations, to determine their starting points. The childminder identifies next steps in learning for individual children challenging them at a level appropriate to their development. As a result, children make good progress from their starting points.

The childminder provides a wide range of activities for children that cover all the areas of learning. The childminder plans a good balance of adult-led and freely chosen activities to meet children's needs well. For example, to extend upon vocabulary and awareness of shapes, the childminder provides paint and other materials for the children to push cars through. He asks appropriate questions that stimulate children's thinking. They label the mixtures as 'sticky' and 'bumpy'. Children become engrossed in this activity using their senses to explore the messy play. However, as children explore the effects of the paint, the childminder does not always allow them enough time to consolidate these exploratory play investigations. As a result, children are, on occasion, rushed through their play without being able to consolidate their learning. The childminder encourages them to

listen through everyday routines and fun, exciting games. For example, he uses a duck puppet to encourage children to follow instructions while singing and dancing promoting their creativity. Children join in the moves enthusiastically and listen to each other as they take turns to choose the next action to copy. This supports their physical coordination well. Children who are less confident are able to join in as they feel comfortable while still being included as part of the game. This sensitively builds each child's self-esteem and gives them the confidence to learn successfully while in the childminder's care. Children are articulate and confident to initiate conversations. They become capable communicators, who make their needs and wishes known clearly. This good ability helps them to prepare well for their future learning at school. Children have regular opportunities to participate in activities that link to their immediate world and own community developing their understanding.

The childminder supports children's developing physical skills. He takes them for regular walks in the local woods, and supports them to use a variety of equipment, such as, graters and mixers when cooking. The childminder informs parents about their children's progress and the activities each child has taken part in through a computerised observation system. He also shares the progress check for children between the ages of two and three years with parents. The childminder encourages parents to share children's learning at home through a regular newsletter outlining ideas to play at home.

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

Children demonstrate strong attachments to the childminder as they invite him into their play. The settling-in process is gradual to support both the child and parents to feel comfortable. Parents receive ongoing information about their child, on a frequent basis. The childminder shares information verbally, through daily sheets and digitally through the electronic information programme. Parents can log onto this at any time to view what their child has been doing while in the childminder's care. The childminder knows children well and is caring and sensitive to their individual needs. They return this affection and concern to the childminder. For example, they comment when they notice that he has not had lunch with them. The childminder also establishes good links with other settings that children attend. This ensures children are supported well with when they move on to the next stage in their learning, such as school.

The childminder effectively encourages children to be independent learners, which promotes their self-confidence and enables them to develop very good self-care skills. He fosters children's independence by encouraging them to find out things for themselves and lead their own play. Children are able to assert their preferences as they access interesting, attractive toys in the playroom or choose to play in the garden throughout the day. The resources are well-organised and of good quality. The childminder uses them effectively which motivates children to become engrossed in their learning. The resulting emotional confidence prepares them well for future learning. The childminder's consistent praise helps children to behave well. The childminder teaches them to take care of each other and the toys they play with. The childminder turns tidying up into a game so that all children find it fun and participate willingly. Children are able to keep themselves safe. For example, young children climb on the trampoline and do up the zip on the safety netting

without prompting. Older children confidently tell the inspector they have to get out of the house quickly if there is a fire.

The childminder provides a balanced and nutritious menu for evening meals. Healthy choices are being instilled in the children. For instance, at lunchtime, the childminder asks the children what they would like to eat. They all make healthy choices such as, a sandwich and piece of fruit. Children are aware of the purpose of washing their hands and the childminder encourages this regularly. This means children are learning about healthy lifestyles and are able to actively make healthy decisions that promote their good health and physical development. The childminder promotes their good health further by providing activities outdoors in the fresh air on a daily basis. They enjoy going for walks in the woods, riding bikes and having sports days. Children use their whole bodies to exercise promoting their physical development.

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

The childminder meets all the safeguarding and welfare requirements of the Early Years Foundation Stage. He carefully monitors all areas to check that the provision meets all requirements and is, therefore, promoting children's health, welfare and development. The childminder demonstrates a good knowledge of safeguarding concerns and how to respond to these. He ensures that the premises are safe through thorough checks inside and out and by removing any hazards as necessary. He gathers and shares, all relevant information with parents, such as, appropriate permissions, how to contact Ofsted and the detailed and practical policies and procedures. This underpins their professional relationship.

The childminder frequently reflects on his practice. He sets himself meaningful targets, keeping children at the heart of any new ideas. Regular questionnaires gather parents points of view and the children's views are recorded often. Since the last inspection, he has vastly improved links with other providers and thoughtfully reviewed the planning formats to better promote children's learning opportunities. The childminder further develops his own knowledge through regular training sessions that build on his original qualification. Consequently, his commitment to improvements ensures he maintains very good practice.

The childminder has established good working partnerships with parents. They comment that they admire his that individual care and attention for the children and enthusiasm for the job. The childminder has strong links with other Early Years Foundation Stage providers to support children's care and learning. He shares information which allows for everyone involved in the children's care to build a complete picture of the child. Additionally, he has strong knowledge of other professionals and services, to signpost families to further support children. The childminder effectively monitors the educational programme through use of an electronic system. This clearly identifies all children's learning needs and successes and as a result, they make consistently good progress.

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	EY392017
Local authority	Hertfordshire
Inspection number	859411
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	30/11/2009
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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