

<b>Inspection date</b>	16/10/2014
Previous inspection date	16/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 demonstrates a good understanding of safeguarding young children and is aware of the process to follow in the event of a child protection concern. As a result, children's welfare is promoted.
- Teaching is good and children make strong progress given their starting points and capabilities. The childminder completes regular observations and incorporates children's next steps into planning. Consequently, children enjoy a range of challenging activities and experiences across all areas of learning.
- Partnerships with parents, carers and others are good because the childminder fully promotes information sharing. Consequently, children benefit from this consistent approach to their learning.
- Children develop strong attachments with the childminder and their peers. They have independent access to a range of resources and they are cared for in a warm and friendly environment. As a result, children are happy and settled.

### **It is not yet outstanding because**

- Opportunities to expand on children's already good understanding of risks, to include personal safety, within the home, during day-to-day activities are not maximised.
- The childminder has not maximised her knowledge of e-safety. Therefore, she does not support older children's safety when using the computer to the very optimum.

## 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 carried out joint discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members and a range of other documentation, including the childminder's safeguarding procedures.
- The inspector observed activities in the childminder's house and talked with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents, as recorded in written questionnaires and the inspector reviewed the provider's self-evaluation form.

## Inspector

Jo Rowley

## Full report

### Information about the setting

The childminder registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in Hatfield, Hertfordshire. The whole of the childminder's house is used for childminding. The childminder collects children from the local schools and pre-schools. She works with an assistant who supports her during drop off and collection times only. There are currently 11 children on roll, three of whom are in the early years age range. All children attend for a variety of sessions. The childminder operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder 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 opportunities to further develop children's understanding of personal safety, for example, by using daily experiences inside the home to explain risks and hazards
- expand the already good safeguarding arrangements to increase knowledge of e-safety in order to further enhance older children's safety when using the computer.

## Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage, learning and development requirements. She has a clear understanding of the importance of finding out about children's starting points. She carries out regular observations of children during play and uses these against guidance, such as the Early Years Outcomes, to assess children's progress. The childminder demonstrates a good awareness of promoting children's next steps in learning and links these to her planning of activities. The childminder effectively challenges children. For example, during an activity where children are grouping a range of autumn objects, the childminder skilfully questions them to think further. She encourages them to look at the shape of the objects and share their ideas about where they think they grow. Additionally, she encourages children to estimate whether each item will fit into containers of different sizes. The childminder promotes good speech and language skills because she continually introduces and explains new words to children. For example, during the same activity the childminder explains that 'huge' means 'very big'. Children copy and repeat her words and this supports them in reaching expected levels of development in communication.

Teaching is good for children of all ages. Very young children communicate with non-verbal actions, such as smiles and giggles, as the childminder communicates effectively with them. For example, a spontaneous opportunity for young children to look in the mirror explores their personal, social and emotional development. They pull faces and laugh at the childminder as she fully supports them. The childminder promotes children's independence. For example, in preparation for school readiness, they are encouraged with tasks, such as putting on and taking off their shoes and coats and they visit the bathroom independently. Younger children enjoy the freedom of exploring a range of age and stage appropriate resources, which they independently choose from those around them. The childminder also challenges younger children effectively by placing favourite toys and resources just out of reach to encourage their independence and movement. The childminder promotes children's physical development because she encourages them with a range of activities and experiences, both inside and outside. For example, younger children clearly have a lot of fun in a bouncer as they screech, giggle and laugh while strengthening their physical development. Older children explore different apparatus while visiting childminder groups and use a range of different sized equipment competently. Consequently, children have good opportunities to be active and are developing their coordination well.

The childminder supports and encourages children's personal, social and emotional development effectively through regular praise and encouragement. She uses words and gestures, such as clapping and smiling to demonstrate that children are doing well. For example, children engage with the childminder during a story and listen attentively. As children respond to her questions, she smiles and praises them. As a result, these learning experiences match children's needs and therefore provide sufficient challenge. The childminder has a strong relationship with parents and they communicate well together. The childminder requests that parents share everything they can about their child before they start at the childminder's home. This supports her understanding of each child's starting points. Additionally, children, take part in effective settling-in visits before they join her care. They explore the environment while the childminder talks to parents and observes the children. The childminder consistently promotes ongoing communication with parents. Daily diaries and regular newsletters keep parents up to date with the fun their children are having and their independent care needs. Older children attending the childminder's home, have great opportunities to express themselves through a range of resources and activities, where they are encouraged to make independent choices. For example, children access a range of board games, which supports their mathematical development. They dress up and create ideas of their own as the childminder promotes their expressive art and design skills. As a result, the specific areas of learning are promoted.

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

The childminder is developing close bonds and attachments with children she cares for and this supports their emotional well-being. Children are happy, settled, and demonstrate strong feelings of security. For example, young children smile happily in reaction to the childminder as she picks them up and they snuggle in to her shoulder. Children of all ages

interact well with each other. Older children show interest in what the younger children are doing. They help by picking up the toys for them and enjoy sitting together for a story. The childminder interacts with children wonderfully and they clearly enjoy this, as she encourages their thinking. For example, as children create a track, for the trains to ride on, she encourages them to think about what else they see at the train station. Children's independence is strongly encouraged as the childminder supports them in trying things for themselves before they ask for help. For example, they make choices about their play, self-select from a range of resources in the playroom and confidently demonstrate how they are able to create their own ideas while playing with malleable materials.

In the childminder's role as key person, she ensures that every child's learning and development is personalised to their individual needs. This occurs through the detailed observations and assessments she carries out. She works closely with parents and regularly shares a wealth of information, including a written document each term detailing the progress children are making. The childminder promotes children's individual care needs to ensure that they are happy and well cared for. Their behaviour is good and they demonstrate a genuine kindness towards other minded children as they play, regardless of their differing ages. The childminder has a range of boundaries and some home rules, which children clearly follow and the childminder displays these as a gentle reminder. Children's behaviour is further encouraged by the childminder's effective role modelling. For example, she speaks in a soft and calm voice to children and ensures that everyone has an opportunity to speak. Additionally, the childminder listens to children as she gives them good opportunities to respond or talk about their interests. As a result, children are learning about appropriate ways in which to behave.

Opportunities for children to lead and learn about healthy lifestyles are good. The childminder provides a wide range of hot and cold meals and snacks that provide children with the balance and nutrition required to promote healthy lifestyles. The childminder takes into account children's individual needs and while feeding younger children, she ensures that this is relaxed and not rushed. Children have good opportunities to enjoy fresh air and exercise as they regularly attend outings in the local community. Additionally, the childminder provides a range of exciting resources, such as the water run in the garden, where children pour water or balls and try to catch them in a bucket at the bottom. The childminder generally supports children's awareness of their personal safety because she encourages them to learn about road safety and stranger danger, while out of the home. However, there are missed opportunities to further develop this in the home. For example, as children use pretend cutlery and climb over the resources in the playroom, they are not learning about the possible risks or hazards to be aware of, during their play. As a result, the childminder is not consistently promoting children's understanding of their personal safety.

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

The childminder demonstrates a good knowledge and understanding of how to protect the young children in her care. She is fully aware of the signs and symptoms of abuse and

knows the procedures to follow if she has concerns about a child in her care. She keeps a clear record of children's attendance and completes regular risk assessments to protect children further. The childminder has a range of policies and procedures, which she shares with parents, and she completes all required Disclosure and Barring Service checks on family members. As a result, the childminder is meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. However, the childminder does not maximise her knowledge and understanding of online safety to protect older children using the computer. As a result, the childminder is not promoting the safety of older children to the very optimum.

The childminder has measures in place, such as planning activities with a group of other registered childminder's, to ensure that she is equally promoting the areas of learning. She regularly looks at the children's learning journeys and shares these with parents to discuss their ongoing development. Additionally, this consistent monitoring ensures that there are no gaps identified in the progress children are making and if gaps do appear, the childminder is able to narrow these quickly. As a result, children consistently reach expected levels of development. The childminder regularly monitors her childminding practice through evaluation. She listens to the views of children on a regular basis and asks parents to complete regular questionnaires. Parents speak highly of the childminder and in written references; they speak of how happy their children are in her care. The childminder uses all feedback to review her setting and through the evaluation of activities, she is able to support and promote continuous improvement.

Partnerships with parents and carers are good. The childminder works closely with parents to promote an effective approach towards children's learning and development. For example, they regularly share information about children's days, pass messages on from school and pre-school and communicate promptly if there are concerns. Partnerships with other providers delivering the Early Years Foundation Stage are strong and the childminder continues to build on these as children begin school or pre-school. Consequently, children benefit from this consistent approach to their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	129181
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	863944
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/04/2009
<b>Telephone number</b>	

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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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