

<b>Inspection date</b>	23/10/2014
Previous inspection date	28/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
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**

- The childminder has outstanding knowledge and understanding of how children learn. She provides a high quality play-based environment, with rich opportunities for children to investigate across the prime and specific areas of learning. As a result, they make rapid progress in their learning.
- Partnerships with parents are excellent and ensure children's individual needs are identified from the beginning and children are well supported through their time at the setting.
- Children are extremely safe in an environment which is secure and stimulating. The childminder demonstrates an excellent knowledge and understanding of safeguarding procedures and all other aspects of safety.
- The childminder aspires to continually improve her excellent practice and provision. She is proactive in seeking to undertake further training to enhance her already extensive knowledge. Therefore, enabling her to provide rich learning and development experiences for the children in her care.
- Children are very happy, self-assured and confident. They benefit from a highly motivated childminder who knows children well and provides excellent care and education.

## 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 talked with the childminder and the children.
- 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.
- The inspector took account of the views of parents.
- The inspector observed activities with the childminder.

## Inspector

Jill Hardaker

## Full report

### Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Welwyn Garden City, Hertfordshire. The whole of the ground floor and the rear garden are used for childminding. The family has three cats as pets. The childminder attends local toddler groups and activity groups. She visits the shops, local parks, library and garden centres on a regular basis. She takes children to and collects children from the local schools and pre-schools. There are currently 11 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder holds a relevant qualification at level 3. She operates all year round from 7.30am to 7.30pm, 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:

- enhance the already excellent learning opportunities, for example, by allowing children to have access to the superb outdoor resources throughout the whole year.

## Inspection judgements

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

The childminder has an excellent knowledge of the learning and development requirements of the Early Years Foundation Stage. Her support of children's learning and development through high quality play-based learning opportunities is exemplary. For example, she provides a range of natural resources for babies to explore. As babies bang wooden blocks together, the childminder copies their movements. The babies stop their exploration and watch the childminder. As they begin to take turns in this activity, babies show a very high level of involvement and they begin to understand turn taking very well. Children demonstrate an excellent understanding of mathematics. The childminder promotes their mathematical understanding as she uses relevant language in conversations and uses daily activities for counting. For example, as the childminder and children look at books, they count how many houses are in the street in the picture. Laying the table for snack is a further example of counting, as young children collect the correct number of plates and count as they give them to their friends. Consequently, children's mathematical development is very good.

Teaching and learning is outstanding because the childminder knows the children very well and understands how they learn. The childminder's conscious use of effective questioning techniques enables the children to engage in sustained conversations. For example, as they share their special photo books, the childminder asks children questions

about the pictures. Her excellent ability in using open-ended questions with no set answer, stimulates and extends children's thinking skills, and they recall events very well. The childminder develops children's literacy skills through her effective sharing of books. As older children take turns to read the story, the younger children join in repeated refrains and use puppets. The babies enjoy a sensory experience as they listen and feel the textures on each page. Consequently, all children are developing a love of books and choose to look at them frequently through the day. Children learn about the differences in people as they play with toys figures. They discuss with the childminder the reasons people may be in a wheelchair, such as because they have poorly legs. They discuss different skin tones and talk about other cultures. The childminder reinforces the children's understanding by sharing books containing positive images of other cultures, and they talk about festivals, such as Diwali. These superb experiences enable the children to express their feelings about themselves and other people in an extremely safe and positive way. Therefore, this further promotes their well-being and develops their understanding of the world.

The childminder undertakes exceptionally well-focused assessments of learning. This means she is able to monitor every child's ongoing development closely. Assessment is rigorous and includes the mandatory progress check for children aged between two and three years. Extensive learning summaries are regularly shared with parents. The childminder identifies and records next steps for each child, which she shares with parents, who support these targets at home, make comments and contribute to children's learning records. By working closely together, the childminder, parents, and other professionals involved in the children's lives, can share pertinent information relating to the child's learning and development. This means that gaps in learning are identified easily, and appropriate, precise measures are put in place in order close the gaps. Furthermore, the childminder can identify when children are exceeding expectations for their ages, and plans challenging learning experiences to further their development. The childminder works exceptionally well with other settings that children attend. For example, staff at local schools state the dual partnership they share with the childminder has a very positive effect on children's development. This promotes a superb continuity of learning and ensures children are exceptionally well prepared for future learning.

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

Children are extremely happy and enjoy their time with the childminder. The personal, social and emotional development of children takes priority. Expectations of behaviour are high and consistent. As a result, children's behaviour is exemplary. The childminder is an excellent role model, showing respect for the children and supporting them very well. Children enjoy the security of routines and the flexibility to choose where, and with what, they want to play. Children develop exceptionally strong bonds with each other. For example, young children show affection and concern for the babies and are excited when they do new things, such as talking. The older children show patience and care towards the younger ones. As they paint, young children mix up the paint colours, the older children give them time to explore. They then start their own painting once the exploration is finished. This helps young children to recognise their achievements and abilities, enabling them to build their self-esteem and self-assurance, which will assist

them with later moves to pre-school or school. Essential information is shared very well between parents and the childminder. This aids the childminder in understanding each child's individual care needs. As a result, children demonstrate an exceedingly strong sense of security.

The childminder promotes children's healthy lifestyles extremely well. Children are highly independent with their own personal care routines. They know they must wash their hands after messy play, going to the toilet and before eating. The children reinforce this, by reminding each other to wash their hands and ensuring the childminder has gloves on to change nappies. Consequently, children are learning how to keep themselves and others safe by dealing with their own hygiene needs. They enjoy an excellent range of healthy options at snack and meal times. They have access to drinking water throughout the day and this makes sure they are never thirsty. The childminder provides a range of healthy, home-cooked meals. This provides children with a well-balanced, nutritional diet that meets their individual needs, helping them to grow and thrive. Furthermore, the childminder encourages all children who are able, to prepare their own snacks and meals. As they chop fruit and make sandwiches, children demonstrate a very good level of skill while using tools.

Children benefit from fresh air and exercise as the childminder actively uses the outdoors to enhance the children's enjoyment of the natural environment. Children enjoy regular opportunities to take part in trips and attend local groups within the community. These opportunities enable the children to develop their physical skills, and they understand about taking risks while climbing and exploring in safe environments. The childminder's garden is safe and secure at all times, allowing children to move around freely and explore. An excellent range of resources promote their all-round physical development, such as ride on toys, balls and a slide. The childminder provides a playhouse to enable children to play imaginatively outdoors. However, there is scope to develop children's already exceptional learning further, by allowing them access to the excellent range of outdoor resources, all year round.

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

The childminder has an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are robust procedures and clear processes in place, which underpin the safe and highly efficient operation of her service and help to ensure the well-being of children. The childminder shares these with parents so that they fully understand her responsibilities. She has an extremely clear understanding of safeguarding issues and is aware of procedures to follow if she has any concerns about a child. The childminder has a current paediatric first-aid qualification so she is able to give suitable treatment in a medical emergency. Risk assessments undertaken of the home, garden and any trips off site, mean that children are always protected from potential hazards. The well-being and welfare of children remains paramount in the day-to-day management of the childminder's setting.

The childminder has robust systems in place to enable parents to contribute to their child's

learning and development records and has highly effective techniques to observe children and make precise assessments. The childminder regularly reviews the impact of her teaching and learning on the children. This aids her in establishing activities and learning environments, which work best to support the children's interests, increasing abilities and skills. A highly effective partnership with another childminder results in regular peer reviews. This enables the childminder to further reflect on her practice, such as considering what is the best place in her home for children to learn. She carefully considers her continuing professional development, and is pro-active in remaining up-to-date with changes in practice and legislation. As a result, she continues to inform and extend her existing skills, providing productive learning opportunities and experiences for the children in her care. The childminder is observant when reflecting on her practice, identifying strengths and areas for forthcoming improvement. She regularly seeks feedback from parents and children about the service she provides. The views expressed by the children are extremely positive as they recognise that the skills they are learning will aid them in later life, such as looking after small children. The subsequent information provides clear guidance to help the childminder enhance and adapt her service to meet the children's needs effectively.

The childminder encourages positive partnerships with parents and other early years providers. This two-way flow of information is organised extremely carefully and keeps everyone regularly updated about the child's progress, development and changing needs. As a result, partnership working is highly effective and children benefit from a consistent approach to their learning and development. Parents are full of praise for the care and opportunities their children enjoy with the childminder. Children also speak very highly of the childminder; they love to come to her house as they say that she plans interesting activities and takes them on outings. They state they are never bored. The childminder is not currently caring for any children with special educational needs and/or disabilities. However, she is aware of the importance of working with parents and other professionals to make sure the needs of such children are met appropriately.

### **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>	129214
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	854187
<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>	28/01/2009
<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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