

Inspection date	06/11/2014
Previous inspection date	22/01/2009

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 childminder provides effective teaching through good use of interesting and challenging activities and resources. She encourages children's thinking and language by using open-ended questions about what they are doing and what choices and decisions they make. This fosters children's developing language and inspires children to make independent decisions.
- Children have established strong attachments with the childminder and her family. This positively supports children's feelings of safety and security. Consequently, they display good levels of confidence and self-esteem.
- The childminder has a secure knowledge and understanding about her role and responsibility in protecting children and keeping them from harm.
- The childminder has established effective partnerships with parents. This benefits children by providing consistency and coherence between parents and the childminder.

It is not yet outstanding because

- Partnerships with other settings that children are not maximised in order to optimise children's already good progress.

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 to and interacted with the childminder and children throughout the inspection.
- The inspector looked at the environment, resources and equipment provided and how effectively they are used to support children's play and learning.
- The inspector examined a selection of information and documentation relating to the suitability of all adults, children's safeguarding, welfare and developmental progress.
- The inspector and childminder jointly observed and discussed children's learning and development during play and at dinner time.

Inspector

Susan Parker

Full report

Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child in a house in Bishops Stortford. The whole of the ground floor of the childminder's home is used for childminding. The childminder uses her garden and takes children to the local park for outdoor play. She collects children from the local school. She operates term time only, from 10am to 6pm, Monday to Friday. There is currently one child on roll who is in the early years age range. Children attend for a variety of sessions after school.

What the setting needs to do to improve further

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

- build on the existing good partnerships with other settings that children attend by sharing even more information.

Inspection judgements

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

The childminder displays a good understanding of the Early Years Foundation Stage. She uses effective teaching methods to complement the learning that children receive in other settings for the main part of their day. The childminder has established good links with the teachers in schools that the children attend. This enables her to have a clear view of their level of development. The childminder plans and provides varied activities and experiences, which enhance children's learning and development. She provides a wide selection of activities for children to choose from. For example, art and craft, dressing up and role play promote children's developing imaginations, creativity and language skills. The childminder supports children's personal, social and emotional and development by encouraging them to make decisions and to do things for themselves. The childminder intervenes in a timely way if children ask for help; for example, by helping them put on dressing up clothes when they have difficulty themselves. This enables children to gain independence and learn to dress themselves.

The childminder establishes close working relationships with the teachers in the local school, to ensure that children receive consistency in their learning and development. The childminder delivers a good selection of opportunities, which promote and expand children's skills across all of the prime and specific areas of learning. Children explore their physical skills with games and activities indoors and outdoors in the garden and local park. Their communication is very good. The childminder promotes children's confidence and self-esteem as they proudly show off their imagination and language, while dressing up and pretending to be character of their choice. Both genders happily take on imaginary roles as fire fighters and ballerinas. The childminder praises children for their creativity

and achievements. Activities are mainly child-led and this depends on what sort of day they have had at school. The childminder suggests activities and provides resources to engage the children's current interests. She uses good questioning to encourage children to think and make decisions for themselves. This effectively supports children's personal, emotional and social skills, language and communication. As a result, children's confidence is good and they are well prepared for the next steps in their learning, whether that is nursery or full-time school.

The childminder invites parents to be involved in their children's learning and this promotes good partnerships. She gathers a good range of information from parents, which enables her to have a detailed knowledge of the children's levels of development and their likes and dislikes before they start. This supports children in settling quickly and enjoying their time at the childminder's home. The activities that she provides effectively complement those offered in the classroom. Parent's comments are very complimentary about the childminder and the information that they receive about their children is good.

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

Children's personal, social and emotional well-being is successfully promoted. They display good levels of independence as they choose their own activities and resources. Children display close attachments and secure bonds with the childminder and her family. Their individual needs, likes and dislikes are known well by the childminder and she makes every effort to successfully meet their needs. Children easily become familiar with the childminder and her family because she has a fun and nurturing nature. The childminder is well established in her local area and she is familiar with other early years providers. She also has close links with the local school, which enables her to support children as they move on in their learning.

Children show that they fully understand and comply with the childminder's house rules, routines and her expectations of appropriate behaviour. She fully explains to the children so they understand. For example, when the childminder is cooking the evening meal, she explains to the children where she is and what she is doing. She reminds the children to be careful near the oven when they eat their meals. Children regularly enjoy physical games and activities indoors and outside. They are learning about leading a healthy lifestyle, including making good food choices, fresh air and the effects that exercise has on their bodies. They are independent in their self-help skills and are encouraged to do things for themselves. Children routinely wash their hands when coming in from outdoors and before eating.

Effective partnerships between the childminder and parents begin during initial visits to the childminder's home. Parents share detailed information about their children. This enables the childminder to obtain an accurate knowledge of the individual children. The childminder promotes effective settling-in procedures and encourages close partnership working between all adults involved in the children's lives. Occasional or short visits are extended until children are comfortable and secure. This gradual move enables children to settle at their own pace and supports their confidence.

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

The childminder successfully meets the safeguarding and welfare requirements and she displays a clear knowledge and understanding of how she protects children. She demonstrates a secure understanding about safeguarding children and she is fully aware of the procedures she will follow in the event of a child protection concern arising. Additionally, the childminder carries out regular risk assessments within her home and outside, which ensures that children can explore and play safely. As a result, she is effectively safeguarding children.

The childminder monitors the quality of the teaching and learning that she provides. She works closely with parents and regularly assesses children's progress across the areas of learning. She successfully provides a high quality learning environment and interesting activities that are well matched to children's individual interests and needs. The childminder is experienced and she continues to update her knowledge and training in order to maintain and improve the good levels of teaching and care that she provides.

Good partnerships with parents and links with schools and other early years providers, ensure that children's needs are met consistently. Verbal discussion between the childminder, parents and teachers enable all adults involved with the child to have a cooperative knowledge of the children in different environments. There is room to extend this even further in order to optimise children's already good progress. The childminder evaluates the strengths and areas for further improvement in her practice by asking the views of children and their parents. Glowing references and testimonials from parents and children show that they think highly of the childminder. She continues to improve her practice, and makes sure that her training and knowledge is up-to-date. This demonstrates that the childminder has the enthusiasm and motivation to continue to provide good quality care and learning for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	123714
Local authority	Hertfordshire
Inspection number	874766
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	22/01/2009
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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