

Inspection date	12/11/2014
Previous inspection date	04/11/2008

The quality and standards of the early years provision	This inspection:	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 skilfully uses excellent teaching techniques, such as open-ended questioning, modelling language, recalling and making links with previous learning. As a result, children make excellent progress in their learning and development because of the high quality support they receive.
- The childminder attends regular safeguarding training and she clearly knows about her responsibility to meet the safeguarding and welfare requirements to a high standard. She ensures that children understand how to identify and manage risks for themselves. As a result, children's safety is effectively promoted at all times.
- Partnerships with parents, and all other adults involved in the children's lives, are highly effective. Excellent communication systems are used which ensures that all information regarding children's learning and care needs is shared regularly.
- Children's behaviour is exemplary. They form exceptionally good relationships with the childminder and her family. Children's close attachments and bonds with the childminder promote their emotional well-being excellently. Consequently, children are thriving.
- The childminder continually strives to maintain and improve the excellent care and learning that she provides for children. She accurately monitors and evaluates her already excellent practice. The views of parents, children and other professionals are sought. As a result, she displays an excellent ability to identify and meet children's needs swiftly.

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 adults, children's safeguarding, welfare and developmental progress.
- The inspector and childminder jointly observed and discussed children's learning and development during child initiated activities.
- The inspector took into account the views of parents and other professionals through written comments and references obtained by the childminder.

Inspector

Susan Parker

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Hoddesdon. The family have a pet dog. The childminder's adult daughter occasionally acts as her assistant. The whole of the childminder's home is used for childminding. The childminder uses her garden and takes children to the local park for outdoor play. The childminder collects children from the local school and pre-schools. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. There are currently 12 children on roll, four of whom are in the early years age range. Children attend for a variety of sessions. The childminder is a member of the Professional Association for Childcare and Early Years and is an active member of a local childminding network.

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 reading opportunities for children by including signs and labels in the outdoor area to enable children to make connections with the use of print in different contexts.

Inspection judgements

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

Children make excellent progress because of the high quality teaching, delivered by the childminder. She takes every opportunity to extend teaching and learning as children participate in a wealth of activities on offer. The childminder expertly steps in to guide learning, either by teaching particular skills, or by asking thought-provoking questions. For example, children learn to count, take turns and understand rules during a card game. The childminder skilfully uses excellent teaching techniques, such as open-ended questions, modelling language, recalling memories and encouraging children to make links with previous experiences. For example, the childminder asks children questions about the pictures on their cards and they talk about the comparisons between the dog pictures, children's own pets and the childminder's dog. This encourages children to contribute and to extend their own learning. The childminder plans and provides a rich and diverse range of interesting activities. She provides an excellent balance of adult-led activities, as well as open-ended activities, where children can follow their own ideas and extend their own learning.

The childminder keeps detailed, meticulous records of children's development and progress. She carries out frequent observations of children's play and learning and then assesses this information against typical expectations for their age. The childminder uses

this information exceptionally well to plan each child's next steps which supports their good progress. Children are confident learners, who actively explore their environment and try new experiences. Their confidence in learning, together with the wide selection of activities and opportunities, extends their skills in communication, physical ability and independence. This ensures that they are extremely well-prepared for school.

Partnerships with parents are excellent. The childminder successfully engages them in their children's learning in the setting as well as at home. Information is exchanged daily, through discussion, and through sharing photographs and children's learning records. The childminder has an in-depth knowledge of the children's family and background. As a result, children flourish because of the excellent consistency in their care and learning. Parents share any achievements, progress or milestone that the children have accomplished at home. This enables the childminder to maintain an accurate knowledge of children's abilities and progress. She teaches children about letters and phonics through everyday activities, and the good use of labels and posters indoors. The childminder teaches children about numbers, counting and mathematical ideas during games and discussion. Children listen well to the childminder's instructions and explanations which show that they are eager to continue to learn. Consequently, children are very well prepared for school and future learning.

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

Children thrive in the childminder's warm and welcoming home. They respond affectionately to her calm and caring nature which supports children's feelings of safety and security. Children are highly confident and independent, and their behaviour is exemplary. They clearly show, from a young age, that they understand about sharing and taking turns, to work together cooperatively with other children. Children display exemplary levels of self-control during activities; they show that they know they must be careful when playing near toddlers and babies. For example, older children understand that toddlers are still learning their social skills and may not share as easily as they do. As a result, all children display an excellent understanding of playing safely for themselves and their peers. Children's self-confidence and independence develop rapidly in the childminder's care. They make their own choices and decisions about which toys and resources they want to explore. Children regularly choose to play outside where they gain fresh air and participate in vigorous physical exercise.

Children settle quickly and happily into the childminder's setting. Individually tailored settling-in procedures are arranged, in partnership with children's parents, and ensure that the childminder meets the needs of the whole family. The childminder is flexible in her working hours, which means she successfully promotes children's care routines and well-being. Children display strong and secure emotional attachments to the childminder, and she has an excellent relationship with each of the children in return. She is very knowledgeable about each of the children's abilities, interests and backgrounds. This enables her to support children's well-being to an exceptional level. Consequently, children are happy, secure and confident. Outstanding partnerships with other providers, and this continuous support, enable children to move on to other early years settings and school seamlessly.

Children take part in a wide range of physical play, games and activities, indoors and outside. They show a developing knowledge about the importance of leading healthy lifestyles. Children routinely wash their own hands after messy play and before eating the healthy meals and snacks provided. Children learn about their bodies and the doctor's kit is very popular as the children use the stethoscope and toy instruments to explore their own heartbeat and look in the ears of 'poorly' dolls.

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

The childminder delivers the safeguarding and welfare requirements to an outstanding level. She regularly updates her understanding and practice to ensure that children are protected at all times. Safeguarding of children's welfare is a priority for the childminder. She shares her policies and procedures with parents to ensure that they are fully aware of her duty of care to act in the best interest of their child at all times, with regard to child protection concerns. The childminder regularly assesses any possible risks or hazards to children inside and outside her home and when on trips and outings. She takes robust actions to minimise these which ensures that children are securely safeguarded.

The childminder regularly seeks the views of the children, their parents and other professionals. This aids her effective evaluation and monitoring of the high quality care, teaching and learning that she provides. She is also aware of monitoring the practice of her assistant, on the occasions when this arrangement is in place. The childminder aims for excellence in her practice. She continues to attend training and updates her knowledge by linking with and sharing information with other professionals and the local children's centre. The childminder is committed to providing outstanding and inspirational teaching, learning and care for children. She has an exemplary attitude to continuing to develop her own knowledge, training and qualifications. As a result, children benefit from her expert knowledge and the high expectations she sets for herself and the children.

The childminder has established extremely effective partnerships with parents, external agencies and other professionals. These links ensure that information is shared effectively and that children's individual needs are quickly identified and exceptionally well met. Written references, and comments from parents, refer to the childminder's practice as outstanding and state that their children are very happy, safe and secure in the childminder's care. The childminder's excellent knowledge, and her well-documented evidence show that she has a very strong commitment to continue to provide outstanding 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	124042
Local authority	Hertfordshire
Inspection number	854176
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	04/11/2008
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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