

Inspection date	17/11/2014
Previous inspection date	09/06/2009

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

- Children receive effective teaching from the childminder, who uses a wide variety of interesting and challenging activities and resources. The childminder successfully encourages children's thinking and language by using open-ended questions about what they see, what they are doing and what choices they make.
- Children have formed strong affectionate bonds and attachments with the childminder and her family. This effectively promotes children's feelings of safety and security. As a result, they demonstrate good levels of behaviour, confidence and self-esteem.
- The childminder displays a secure knowledge and understanding about her role and responsibility in protecting children and keeping them safe from harm.
- Children benefit from good levels of consistency and coherence as a result of well-established and effective partnerships between the childminder, parents, and other key people in the children's lives.

It is not yet outstanding because

- The childminder does not always make the most of opportunities to help children extend their understanding of healthy eating and where their food comes from.

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 safeguarding procedures, the suitability of household members and children's developmental progress.
- The inspector and childminder jointly observed and discussed children's learning and development during play and at lunchtime.

Inspector

Susan Parker

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in a house in Hoddesdon. The family have three cats as pets. The whole of the ground floor and the first floor bathroom of the childminder's home are used for childminding. The childminder uses her garden and takes children to the local park for outdoor play. She takes children to and collects children from the local pre-school and school. She operates term time only from 7.30am to 5pm, Monday to Friday. There are currently four children on roll, two of whom are in the early years age range. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- extend children's understanding about eating healthily, for example, through providing activities where children experience growing and harvesting their own fresh produce.

Inspection judgements

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

The childminder effectively delivers the Early Years Foundation Stage to a good level. She successfully assesses children's abilities against the typical expectations for their age through effective observations. The childminder uses good teaching that promotes children's communication, vocabulary and understanding. For example, as children walk home from pre-school they talk about the deep puddles and the tiny snails they see on their walk. The childminder uses good questioning to get children to think about what they see and describe it in words. The childminder skilfully uses everyday objects, such as car number plates, to enable children to recognise numbers and letters in different situations. This successfully expands children's learning and understanding. The childminder promotes children's imaginations and creativity by encouraging them to build dens in the lounge with sofa cushions and blankets. The childminder values and supports their creativity by ensuring that the dens remain in place until the children return from nursery to continue their play. Children's personal, social and emotional development is progressing well. They display good levels of independence and confidence appropriate to their age. They communicate confidently with unfamiliar adults and display good social skills. Children take turns, work together and share toys and equipment.

The childminder skilfully identifies children's next steps in their learning through regular observations. The childminder effectively uses the information gained to plan and provide future activities to challenge children and support their good progress. The childminder

provides a wide selection of experiences and routines that enable children to develop their skills and dispositions that support their ability to move onto nursery and school confidently.

The childminder has established effective partnerships with parents. She obtains detailed information about what the children like and can do, and what their current interests are. The childminder uses this information to provide toys and activities, which interest and engage children. Consequently, children settle quickly and happily, and the childminder is successful in sharing children's ongoing progress with parents. The childminder and parents speak daily; they share information on children's achievements and milestones. As a result, children's learning and development is successfully fostered due to consistent and cohesive partnerships.

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

The childminder successfully supports children's emotional well-being, confidence and self-esteem. Children have formed strong bonds and attachments with the childminder; they spontaneously show her affection and are eager to spend time in her setting. The childminder has a kind and nurturing disposition, which enables children to feel valued and secure in her care. Children show that they are developing their understanding of behaving safely and acceptably. They look and listen for cars when out walking and often remind their own parents about road safety. This shows that they fully understand the dangers of road safety. Children make choices about their activities as they freely select which of the interesting range of appropriate equipment and resources they wish to play with. As a result, children show that they are developing the skills and confidence, which enables them to be emotionally well prepared to move on to other settings and full-time school.

The childminder works closely with parents to provide individually tailored settling-in procedures. She uses the information gained from parents about children's individual care needs to make sure that their well-being is supported successfully. This results in children settling in quickly and happily. They display good levels of confidence and security in the childminder's care. She provides a varied and interesting range of toys, activities and experiences, which enable children to grow in confidence and develop the skills and independence they need for the next stage in their learning. Children show that they have developed a good awareness of managing their own personal safety, relative to their age and understanding. The childminder encourages children to look and think for themselves, she gives children clear guidance and reminders to watch out for hazards. Additionally, the childminder supports children's own independent skills by effectively holding back and verbally encouraging the children to try to do things for themselves. As a result, children's good levels of independence and self-confidence are well supported.

Children display good habits and routines, which support their understanding of leading healthy lifestyles. They regularly explore physical equipment and engage in activities which support their growing physical skills both indoors and outside in the garden and local parks. Children walk to and from their pre-school and schools each day. This enables

them to develop an understanding about dressing appropriately for the weather and keeping themselves healthy and safe. Parents generally provide their children's meals and the childminder ensures that children eat appropriately. The childminder supplements their meals with healthy snacks, such as fresh fruit and yoghurts. However, the childminder does not maximise opportunities to extend children's understanding of healthy foods. For example, they do not experience growing and eating their own fresh fruit and vegetables.

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

The childminder has a secure knowledge and understanding of how to protect all children in her care. She effectively meets the safeguarding and welfare requirements to a good standard. The childminder carries out daily risk assessments within her home and outdoors, which ensures that children are able to play and explore in safety. The childminder demonstrates a good knowledge of her individual responsibility to safeguard and protect children and she understands the procedures to follow if she has a child protection concern. In addition, the childminder ensures that all adults within her home have checks to ensure that they are suitable to be around young children. Therefore, children are effectively safeguarded.

The childminder has effective processes in place to monitor and evaluate her good quality delivery of the educational programmes. She has established good partnerships with parents and regularly seeks the views of parents and children as part of her reflective practice and as a guide to implementing further improvements. She continues to update her knowledge and training in order to maintain and extend the good levels of care and teaching that she provides.

Partnerships with key persons in other settings that children attend are good. The childminder liaises with them daily, which ensures that all adults are fully aware of the children's needs and abilities in the different settings. As a result, information on children's care and learning is effectively shared and their individual needs are met to a good level.

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	124048
Local authority	Hertfordshire
Inspection number	874784
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	09/06/2009
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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