

Inspection date	27/11/2014
Previous inspection date	05/11/2009

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 uses her experience and knowledge to reinforce her good teaching techniques. She efficiently assesses children and interacts well with them. Therefore, she extends their learning through their play and structured activities.
- The childminder works well with parents and gathers clear initial information about children. As a result, she understands each child's needs and so offers them pertinent support that helps them to feel settled and welcome in her home.
- The childminder makes resources that reflect children's interests and needs. These capture children's attention and encourage them to explore further, thus building their positive attitudes to play and learning.
- The childminder attends a wide range of additional training and ensures that her knowledge of child protection issues and safeguarding procedures is up to date. As a result, she promotes children's welfare and safety well.

It is not yet outstanding because

- The childminder does not always make maximum use of information from parents about their children's achievements at home in order to enrich the activity planning.
- The childminder does not organise all resources as well as possible. This means that children are not always able to select these independently to extend their play to the maximum.

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 viewed areas of the home used for childminding.
- The inspector talked with the childminder and the children present, and reviewed activities with the childminder.
- The inspector talked with the childminder about how she supervises the work of her assistant.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as given in their written feedback to the childminder.

Inspector

Kelly Eyre

Full report

Information about the setting

The childminder was registered in 1989 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 Chiswell Green, near St Albans. The whole of the ground floor of the property is used for childminding. Outdoor play is accommodated through the use of local parks and walks. The family has two cats and some chickens as pets. The childminder works with an assistant on a very occasional basis. She attends a toddler group and activities at the local children's centre and visits the shops and park on a regular basis. The childminder takes children to and collects children from the local schools and pre-schools. She receives funding for the provision of early education for two-, three- and four-year-old children. There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 5.

What the setting needs to do to improve further

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

- enhance the planning of activities by making greater use of information from parents about their children's learning and development at home
- review the organisation of resources to make these even more accessible, in order to support children to make further choices about their play and learning.

Inspection judgements

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

The childminder uses her experience and knowledge gained from training to inform her purposeful teaching techniques. She supports children well, so that they make good progress in their learning and development. She has a thorough understanding of children's starting points because she efficiently assesses the initial information that she gathers about them. The childminder observes children as they play and accurately assesses this information in order to develop their next steps in learning. She uses these, alongside children's current interests, to inform the planning of activities. This ensures that she offers children a wide range of play opportunities that motivate and interest them. The childminder has a good understanding of the relevance of the progress check for children between the ages of two and three years. She completes this effectively for all relevant children, using the information to highlight any areas where they need additional support. The childminder generally communicates well with parents, offering them opportunities to share daily news about their children. She also supports parents well in

extending their children's learning. For example, they take home activity sheets and portable recording devices. They work with their children to record what they have seen, for example, while out on a walk. Children then enjoy playing these back to the childminder. However, the childminder's assessments do not always make full use of all updates from parents about their children's achievements at home. As a result, the childminder does not include this extended range of information in her planning, in order to promote children's development to the maximum.

The childminder's thoughtful teaching methods support children in developing the skills and positive attitudes that aid effective learning, thereby preparing them well for school. She takes care to observe children and understand how they like to play and learn. She then uses this information to extend their play and promote their development. For example, after noting that the younger children particularly enjoy putting objects into containers, the childminder offers them further resources to support this play. Children enjoy filling a cloth bag with wooden shapes and objects. The childminder then offers them a second bag, and they concentrate as they transfer the objects from one bag to another. The childminder extends this further by encouraging them to name the objects as they move them from bag to bag. The childminder's thoughtful provision of additional resources means that children have opportunities to explore and understand the natural world and their environment. For example, the childminder has set up a night camera in her garden. Children check the film each day and are excited to discover which creatures have visited the garden. They note the fox, hedgehog and different moths and the childminder helps them to look these up in reference books, thus helping children to understand and enjoy different types of books.

Children participate in a wide variety of activities that promote their physical skills. They develop control and learn to coordinate their movements as they play hopscotch, move in time to music and use the swings and climbing frames at the park. The childminder offers children meaningful opportunities that help them to understand and appreciate differences. For example, they set out a Chinese tea party, discussing the resources they are using and talking about where these originate from. The childminder makes resources that support children's developmental needs and extend their play and learning. For example, they enjoy looking at laminated pictures of animals, fish, fruit and vegetables. They develop their skills in language and communication, as they describe what they can see and record this on a portable recording device. They then play this back and enjoy reviewing what they have discussed and learned. The childminder further extends children's language and communication skills, as she uses a targeted language development programme. For example, she turns off distracting noises and younger children enjoy an activity where they listen to certain sounds and then name these and describe them.

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

The childminder works well with parents. She meets with them before children start attending in order to gather initial information about children's needs and routines. She then assesses this information, so that she understands the support that each child requires. The childminder also uses this information to inform her daily planning so that

children's established home routines are accommodated. For example, she makes sure that they have time to sleep comfortably and without disturbance during the day. This helps them to feel secure and settled. The childminder pays attention to treating each child as an individual and demonstrates a genuine enjoyment of their company. Children react positively to this and quickly develop secure relationships with the childminder. For example, when young children wake from their daytime sleep, they smile as they see the childminder and enjoy sitting on her lap until they are fully awake.

The childminder's sensitive interaction with children helps to build their confidence and motivation, preparing them well for their future move to school. For example, young children enjoy exploring wooden shapes and the childminder gently and patiently shows them how to fit these into the right place on the board. Children try several times and are so pleased when they succeed that they continue to play with the shapes, stacking them and arranging them into patterns. The childminder supports children well in understanding how to manage their behaviour. She offers them practical explanations and encourages them to consider other people's feelings. The childminder organises most areas of her home well in order to meet children's needs and offer them a range of activities. For example, children enjoy sitting at the table for craft activities. However, some resources are not as well organised as they could be and this means that children cannot always extend their play independently. For example, children choose books from a small range on the mat but do not know that there are further books to choose from as these are not within easy reach or are not in containers that facilitate their free choice. Therefore, their play and learning are not always extended to the maximum.

The childminder makes good use of daily opportunities to support children in developing their independence. For example, she ensures that children's cups are within easy reach, so that they learn to recognise when they are thirsty and help themselves to their water. Thoughtful daily practice and ongoing discussions support children in building a good understanding of safety. For example, they talk about road safety when out walking and learn how to get in and out of the car safely. The childminder supports children in gaining a good awareness of the relevance of healthy lifestyles. They wash their hands before eating, singing relevant rhymes to reinforce their understanding. They learn about healthy eating as they participate in cooking activities. For example, they help the childminder to make dough for pizza and then decide which healthy toppings to use. Additionally, the childminder helps children to notice how exercise affects their bodies. For example, they talk about feeling warmer and breathing faster after running around.

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

The childminder implements thorough safeguarding measures that support her in consistently promoting children's welfare. She meets with other professionals and attends relevant training in order to keep her knowledge of this area up to date. Consequently, she has a good understanding of the process to follow should she have any concerns about children. Furthermore, the childminder has practical procedures to further promote children's welfare. For example, she makes sure that visitors to her home do not use mobile telephones or cameras while minded children are present. Children play safely as

the childminder carries out thorough risk assessments on all areas that they use. The childminder has been proactive in addressing the recommendation from her previous inspection. She ensures that parents are aware of all outings and has chosen to continue to obtain written parental permission for these. This procedure means that parents are kept informed and children's safety is further promoted.

The childminder is experienced and maintains an enthusiastic, positive approach to her work with children. She attends relevant conferences and an extensive range of further training. This supports her in ensuring that she fully understands, and consistently meets, the safeguarding and welfare requirements of the Early Years Foundation Stage. It also aids her in developing her practice further. For example, the childminder attended training relating to a targeted language programme. She now uses improved monitoring procedures to track children's development in language and communication. This enables her to plan further activities that specifically support children in developing these skills. The childminder does not currently work with her childminding assistant. However, she has made sure that the assistant understands all policies and procedures. She also has procedures in place to monitor and supervise the assistant should she start to employ her on a more frequent basis. The childminder regularly checks the tracking information in each child's assessment records. This enables her to monitor their progress and note any areas where they may require additional support. The childminder uses a practical business plan to support the ongoing evaluation of her work. She also obtains feedback from parents and children. This gives her a clear overview of her strengths and weaknesses, and supports her in planning improvements. For example, plans for the future include developing the garden and outdoor resources, so that children are offered further play opportunities outside.

The childminder works well with other settings attended by children. She obtains information about their planning, so that she can offer children complementary activities and thereby extend their learning. The childminder does not currently care for any children who have special educational needs and/or disabilities. However, she has experience in this area and is used to working with other professionals, such as health visitors and speech and language therapists. As a result, she understands how to access additional help for children and their families should the need arise. The childminder builds good partnerships with parents. She talks frequently with them and uses a communication diary to keep them up to date with their children's daily activities. The childminder has a clear procedure for responding to any complaints and for keeping a record of this correspondence. This procedure is shared with parents, so that they are aware of the process to follow should they have any concerns. Parents report that they appreciate the individual attention that children receive and the good communication procedures that the childminder uses.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	123431
Local authority	Hertfordshire
Inspection number	874752
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	4
Name of provider	
Date of previous inspection	05/11/2009
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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