

<b>Inspection date</b>	01/12/2014
Previous inspection date	17/12/2009

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

- Teaching is good because the childminder completes regular assessment and planning for children. She identifies their next steps of learning and plans purposeful activities to promote their good progress.
- The childminder prepares an effective educational programme for children. She provides them with a well-resourced learning environment, where they play and participate in activities across the seven areas of learning.
- The childminder effectively teaches children to be healthy. She carefully prepares their meals and organises daily opportunities for them to exercise, play outdoors and enjoy fresh air.
- The childminder securely implements the safeguarding and welfare requirements. She maintains a well-documented practice and regularly participates in safeguarding training to enhance her knowledge and procedures. Therefore, she knows the steps to take to keep children safe and secure.
- The childminder maintains an ongoing reflective practice. She involves parents in continuously enhancing her services, and consequently, the outcomes for children.

#### **It is not yet outstanding because**

- The childminder does not fully involve parents in identifying their children's starting points of learning and interests on entry, to maximise initial learning opportunities.

## 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 interacted with the childminder and children throughout the inspection.
- The inspector observed activities and routines for children.
- The inspector had a tour of the indoor and outdoor areas used for childminding. She looked at the quality of the equipment and resources available to children.  
The inspector examined documentation related to children's assessment and planning. She verified evidence of the suitability of household members and evaluated the implementation of policies and procedures in practice, including the safeguarding procedures.
- The inspector reviewed the childminder's self-evaluation form. She looked at training and professional development opportunities the childminder participated in.
- The inspector took into account the views of parents expressed through feedback in written letters.

## Inspector

Karinna Hemerling

## Full report

### Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child in St Albans. The whole of the ground floor and three first floor bedrooms are used for childminding. There is an enclosed garden for outdoor play. The family has a pet hamster. She collects children from the local schools and pre-schools. The childminder attends toddler groups and activities at the local children's centre. She visits shops and parks on a regular basis. There are currently 17 children on roll, five of whom are in the early years age group. They attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank and family holidays. She holds an early years qualification at level 3. The childminder 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:

- obtain more information from parents about their children's skills and interests on entry to ensure initial experiences maximise their learning.

## Inspection judgements

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

The childminder observes children's skills to identify their starting points in learning and interests. She obtains information about children's needs from parents and tailors her practice to meet those. However, she does not fully involve parents in sharing information about their children's skills and interests on entry, in order to ensure that early experiences maximise their learning. The childminder regularly monitors children's progress using approved development guidance. She maintains comprehensive learning journals, where she details children's next steps in learning and planning for activities. The childminder understands how children learn best and provides them with opportunities to learn through play. For example, children are interested in vehicles. The childminder current focus is to teach them simple words and descriptive vocabulary, such as numbers, colours, sizes and purpose. The childminder provides children with a variety of different vehicles and a large cardboard box. Children express their creativity as they use a range of resources to create their own garage and pretend they are mechanics. Through excellent interactions, the childminder expands children's interests and supports their learning. For example, children count the cars and group them according to their colours, sizes and types. The childminder involves them in thinking and problem solving as they discuss common reasons why cars can get broken and how mechanics fix them. She provides children with interesting and challenging activities, across the seven areas of learning and promotes their imaginative development very effectively. For example, children access

books, dressing-up clothes and explore different role-play areas to enhance their existing knowledge and learn new skills. Children demonstrate the characteristics of effective learning during play as they are eager to join in, explore and share ideas with the childminder and peers. The childminder effectively supports children's good progress and they develop according to their expected age range.

Teaching is good because the childminder has a secure knowledge of the needs and interests of the children in her care. Through effective assessment and planning routines, she monitors their progress across the seven areas of learning. For example, the childminder observes that some children are very keen on playing outdoors. She plans purposeful activities for them to develop a broad range of skills while they play outside. The childminder teaches children about nature and changes in the weather as they explore the interesting outdoor area and enjoy jumping in puddles. She organises reading and singing sessions for children and a stimulating educational programme that mirrors children's needs, aptitudes and preferences. For example, children participate in group activities outside her home, such as, reading sessions at the library, playgroups and regular visits to local farms, zoos and indoor play areas. The childminder carefully organises these activities and they are directly related to children's individual planning with the purpose of enhancing their learning and development. She provides children with a very well-resourced learning environment and effectively promotes diversity. The childminder ensures that children have access to a good balance of adult-led and child-initiated activities to securely meet their different learning styles. Children access resources and lead their own play. For example, they initiate a drawing activity by accessing a mat and water pens. They ask the childminder to play with them and she attentively joins their play. The childminder skilfully links the drawing activity to children's previous play and they joyfully draw and talk about their favourite vehicles. She effectively promotes the early learning goals of the Early Years Foundation Stage and strategically plans daily routines and activities for children to learn the necessary skills to ensure that they are ready for school.

The childminder skilfully promotes the ongoing partnership with parents and regularly shares children's learning journals with them. Every term, the childminder obtains parental observations of what children enjoy and achieve at home. She then uses this information effectively, to promote children's individuality in practice. For example, parents tell the childminder about their children's favourite activities at home, such as, riding scooters, role-play and outings. She implements these into her planning to further supports their interests and skills with challenging activities. The childminder provides parents with a daily diary, where she details children's experiences with her and summarises their daily learning. She effectively assists parents with strategies on how to expand their children's learning at home. As a result, children benefit from the continuity of support between their home and the childminder. The childminder completes the progress check for children aged between two and three years in partnership with parents. She understands the importance of identifying children's strengths and areas where they develop below their expected age range, in order to plan effective targets to support their future learning. The childminder maintains good links with other settings children attend and ensures their learning is extended at her provision. She has a good understanding of how to implement the learning and development requirements in practice.

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

The childminder provides children and parents with a very welcoming environment. She demonstrates great attachments with children, who are very keen on participating in activities and are happy in her care. The childminder has effective procedures in place and involves parents in identifying their children's care needs and routines. For example, parents complete a range of registration forms, where they inform the childminder of their children's individual needs, personalities and family life. She effectively tailors her practice and routines to meet children's needs at all times. The childminder maintains daily discussions with parents during drop-off time to ensure that she is aware of any changes to their children's regular routines at home. She promptly adapts her practice to meet the needs of children. For example, if children need an earlier nap or meal, she provides them with this. The childminder organises flexible settling-in sessions and encourages parents to participate in play sessions with their children until they bond and are comfortable with her. She invests time in playing and interacting with the children, therefore, she has a good understanding of their needs, likes and dislikes. The childminder provides parents with daily written feedback about all aspects of their children's care and routines with her. The childminder effectively promotes the partnership with parents with regards to children's care and this has a positive impact on their well-being.

The childminder provides children with very good opportunities to develop their social skills. For example, they take part in different group activities and outings when they learn to relate and respect other children and adults. Children behave well and the childminder is a positive role model in promoting good behaviour. She has effective procedures to support children's emotional development and liaises with parents as soon as she identifies children that may require need additional support. The childminder shares the house rules with children and parents so they can reinforce them at home. She attentively talks to children and teaches them about what is right and wrong. For example, when she takes them out they learn to hold hands, stay close and to listen to her instructions. The childminder organises the learning environment for children to be independent and confident. She teaches them about personal safety and encourages them to use and explore all areas available to them. For example, children access toys, equipment and learn how to safely reach for the resources they need to extend their play. They also learn through daily tasks, such as using the stairs and when sitting safely at the table to eat their meals. The childminder often praises children's achievements, good behaviour and ideas. Consequently, she effectively boosts their self-confidence and self-esteem.

The childminder very effectively promotes healthy living. She prepares all meals for children and provides parents with detailed information about the ingredients she uses to prepare the food and possible allergens. The childminder takes into consideration children's individual dietary requirements and allergies and ensures all food is appropriate for children's needs, development and age. She gives parents daily feedback about their children's diet to ensure their home meals complement hers. The childminder plans opportunities for children to play and exercise outdoors on a daily basis. For example, children often visit the park, where they benefit from well planned and spontaneous activities to promote their physical development. The childminder focuses on teaching children how to manage their personal needs. For example, she works with parents to

organise strategies to support children in learning to use the toilet, wash their hands and feed themselves. This provides children with consistent support at home and at her provision. The childminder has links with local schools and actively participates in settling children at school. For example, she visits schools with them and shares their learning journals with teachers. The childminder introduces children to aspects of school life and routines. She effectively implements these in her educational programme, in order to support them when they move onto school.

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

The childminder effectively implements the safeguarding and welfare requirements. She maintains a well-documented practice and detailed records of children's care and learning. The childminder has a secure understanding of the steps to take if she became concerned about children in her care. She is able to explain the types of abuse and the signs that would raise her concerns. The childminder has good procedures in place to record and refer issues as she maintains links with the local authority services. She regularly reviews policies and procedures to ensure they are in line with the requirements of the Early Years Foundation Stage and relevant legislation. The childminder shares policies with parents to effectively manage her provision. For example, she explains to parents about the procedures for administering medication, and dealing with accidents, children's health and the curriculum, so they know what to expect of her practice. The childminder conducts daily risk assessments of her house to ensure children can safely play and explore. She maintains evidence of the suitability of all adult household members and regularly participates in training to enhance her knowledge and skills. For example, the childminder holds valid first-aid and safeguarding certificates. She holds a childcare qualification and participates in training to continuously enhance the outcomes for children. The childminder shares the complaints policy with parents, together with the relevant numbers for Ofsted. She skilfully and securely protects children and provides them with a safe environment to play and learn.

The childminder conducts comprehensive assessments of children's learning and development. She closely monitors their progress and evaluates how they interact and engage in activities, the learning environment and peers. The childminder ensures the good quality of teaching and learning by tracking children's progress. She maintains close links with local schools, pre-schools, local children's centres and local authorities for the benefit of children and their parents. For example, she is aware of the services and professionals available in her area and understands the importance of identifying children's emerging needs, to ensure that they are effectively supported in achieving to their full potential.

The childminder is part of a network and maintains an ongoing reflective practice. She routinely completes an Ofsted self-evaluation form to distinguish strengths and weaknesses of her practice. The childminder maintains good partnerships with parents and actively involves them in identifying continuous improvement targets to enhance her services, in order to meet the ongoing needs of children. Since the last inspection, the childminder further developed her reflective practice and now obtains regular feedback

letters from parents. She also encourages parents to share their suggestions and opinions in their children's learning journals and daily diaries. This enables her to regularly consult their expectations with regards to their children's needs. Children benefit from an individualised approach to their care and education as the childminder's utmost priority is to ensure their needs are met at all times.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	123498
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	874756
<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>	17
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/12/2009
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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