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| Inspection date | 10/12/2014 |
| Previous inspection date | 12/06/2009 |

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| 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 is skilful in planning activities that are stimulating, interesting and motivate children. Consequently, children are engaged and are able to revisit their learning at a later stage, to practise and build on their skills.
- The childminder builds close bonds with children. She is affectionate with them and ensures they have fun during the time they spend with her.
- Partnership with other early years providers are strong. The childminder shares information and seeks feedback from other settings that children attend, to enable her to tailor her plans for meeting the individual care and learning needs of the children.
- The childminder has a secure understanding of child protection and the procedure to follow if she has concerns. The childminder uses risk assessments and daily checks to ensure the areas used by children are safe and secure.

It is not yet outstanding because

- The childminder does not maximise opportunities to encourage parents to continue to share observations from home with her and contribute to their child's learning record to promote the continuity of learning even further.
- The childminder does not maximise opportunities to promote all areas of learning for children within the outdoor environment. Therefore, children whose preferred learning style is outdoors do not make the best possible 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 observed activities in the childminder's house and talked with the childminder and children at appropriate times throughout the inspection. The inspector also carried out a joint observation with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector checked evidence of the suitability of household members and looked at children's assessment records. She also viewed planning information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the childminder's self-evaluation form as provided to the inspector during the inspection.

Inspector

Lindsay Hare

Full report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult sons, in a house in Bishop's Stortford. The whole of the ground floor and the rear garden are used for childminding. The family has one cat. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates from 8am to 5pm, Monday to Friday, during term time only. She 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:

- maximise children's continuity of learning by continuing to engage parents in sharing information and observations about what their child is learning at home
- extend the range of resources and learning opportunities in the outside environment to further promote all the areas of learning and enhance support for children whose preferred learning style is outdoors.

Inspection judgements

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

Children make good progress because the childminder plans effectively to extend and promote the prime areas of learning. She identifies the children's starting points from information taken from parents at the start of the care arrangements and uses this as the focus for flexible planning. However, the childminder does not maximise opportunities to encourage parents to continue with these observations from home and contribute to the children's ongoing assessment, in order to maximise their continuity of learning. The childminder is aware of completing the progress check for children between the ages of two and three years when the need arises. The childminder uses observations and assessments effectively to monitor children's progress and shares this information with parents on a regular basis.

Children are fully engaged in their play and are motivated to learn because the childminder provides a wide range of open-ended and stimulating activities which reflect children's interests. For example, children explore a tray of dry porridge oats, using different tools to pour, scoop and mould, and revisit this activity several times. Children use their hands to make circles in the porridge oats and find beads hidden in it. The

childminder uses these beads to promote colour recognition and number, as children copy picking them up and counting them into a pot. She uses mathematical language, such as 'full' and 'empty', as children fill the tube to the top to make sandcastles. Children show perseverance in making their castles, commenting 'this sandcastle, not working, I need to do it again'. The childminder encourages children to use chopsticks to pick up the beads, offering support if needed and this helps develop their pincer grip for holding a pencil. Children take their socks off and stamp up and down in the oats, feeling the texture on their feet. As a result, this activity captures children's imagination and they spend a sustained time exploring the oats in different ways. The childminder extends their imaginary play as children pick up a cardboard tube and pretend it is a telescope and they are pirates. She asks them their pirate name and what they can see through their telescope. Children delight in playing along. The children ask her to be a tiger and collapse in giggles, when she roars at them. The childminder displays books, relevant to the ages of the children cared for, on a low-level rack so that children can choose and select them easily. She encourages the love of books by providing a cosy area in the tent where they can go and sit and look at them.

Parents receive regular verbal updates about the activities their children have enjoyed. The childminder plans effectively to extend and promote children's learning and consistently evaluates the progress of the children. She uses the information to adapt and plan challenging activities indoors which reflect the interests and abilities of the children in her care. However, there is less opportunity within the outdoor environment for children to further engage in activities that promote all areas of learning, rather than just their physical skills. Therefore, children whose preferred learning style is outdoors, do not make optimum progress in all areas of learning. The childminder extends children's personal, social and physical skills as they are taken to toddler and playgroups during the week. She plans more structured activities in readiness for school and supports children in tracing over their name to develop their letter formation. Consequently, children develop the skills to support the next stages in their learning and their eventual move to other early years settings.

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

Children form strong, emotional bonds with their childminder, her children and the other children being cared for. They frequently show affection and go to her for cuddles. The childminder gets to know children initially by attending the same groups with the parent and children before they start with her. Children settle quickly and are happy to return to the childminder's care after the school holidays, as she only cares for them during term time. Consequently, they feel safe and secure in her care. All children are developing very good social skills because the childminder is a good role model. When children want the same toys, she asks them to share, for example, she carefully shows them that the two cups are the same and they can both have one. Children are kind and gentle as they play alongside each other. For example, children willingly reach for the other children's cup and pass it to them, when asked. The childminder's sensitive approach and consistent methods that are used at home, help children to learn about and manage their behaviour.

Children learn about a healthy lifestyle through everyday routines. The childminder gently approaches children to tell them it is time for a nappy change and respects their privacy while changing them. She works closely with parents in deciding the best time to start toilet training. The childminder recognises when young children may be getting hot and asks them if they want to remove their jumper as their cheeks are pink. Children are keen to look in the mirror at their cheeks. The childminder uses this opportunity to explain what happens to their bodies when they get hot. This supports their understanding of the effect of exercise on their bodies. The childminder ensures children eat a healthy diet, providing snacks, such as breadsticks and fruit. Although parents supply all the meals, the childminder advises them on nutrition, for example, pointing out the salt content of some foods. Children can access their drinks independently throughout the day. The childminder helps children to learn about keeping themselves safe as she explains why they must not throw oats at each other or put the beads in their mouth.

The childminder ensures children benefit from fresh air and exercise daily as they walk to and from school with the older children. She plans activities to promote children's physical skills, using equipment in the garden, at the local park and woods. For example, she encourages them to practise balancing on the wobble board and along a piece of rope. The childminder encourages children to be independent as they fasten their coat and shoes and she supports them in putting on their socks. Children are able to follow instructions and like to help the childminder, for example, finding the items on the shopping list and paying the money. Children are familiar with the local school and nursery as they go with the childminder to collect the older children. The childminder regularly chats to the teachers and talks with the children about their expectations. Older children share their experiences of school with the younger ones and the childminder reassures them that she will be coming back to collect them. This helps to ensure that children are confident and capable as they become ready to move onto nursery and school.

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

The childminder gives safeguarding children her highest priority. She regularly updates her safeguarding training and this provides her with a good knowledge of the signs and symptoms of abuse and neglect. She has a clear understanding of the procedure to follow if she has any concerns about the children in her care. This knowledge and understanding is underpinned in her safeguarding policy, which also details her clear procedures for the safe use of mobile phones and cameras in the setting. The childminder is fully aware of the requirement to notify Ofsted of safeguarding issues and any allegations against herself or members of the household. Effective risk assessments and routines are in place to help to ensure children's safety in the home and when they are on outings.

The childminder monitors and evaluates the activities she provides for children to ensure that children are challenged and she is promoting their learning and development to a good level. She is aware of the training and support services available at the local children's centre and attends network meetings and workshops at the school. She has also previously sought guidance from the early years worker on her observation and

assessment. The childminder applies this knowledge to her practice to improve the quality of care and teaching she gives the children. The childminder has established strong links with the school and nursery locally and shares information with them. For example, she works alongside the Reception teacher in helping children in their blending of sounds and is using the same phonics books as the school to ensure consistency. She clearly understands the importance of liaising with other early years settings which children attend to support their continued learning. She will introduce herself to new teachers as children start nursery and pre-school and discuss how they can work together to benefit the children.

The childminder has established good working relationships with parents in almost all respects. They feel comfortable in discussing any personal issues affecting the family. She provides flexible care for families, for example, attending children's school play, when parents are unable to. Parents are kept fully informed about their children's personal care routines and the activities they have enjoyed. The childminder effectively evaluates her provision, identifying areas where she can improve. For example, she has met the recommendations from the last inspection and reviewed her organisation and storage of resources to allow children to make choices. Future plans include extending specific activities to support children in becoming ready for nursery or school. She seeks the parents' views to assist her in improving the service to families.

The Childcare Register

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| 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

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| Unique reference number | 123769 |
| Local authority | Hertfordshire |
| Inspection number | 874770 |
| 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 | 12/06/2009 |
| 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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