

Inspection date

06/01/2015

Previous inspection date

27/01/2009

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 demonstrates a good understanding of safeguarding children. This is because she has attended additional training and knows what to do in the event of a child protection concern. As a result, children's welfare is well protected.
- Children develop firm bonds with the childminder and their peers, and form close friendships. The childminder promotes their well-being through consistent information sharing with parents, and as a result, children are content and settled.
- Children make good progress in their learning and development. The childminder implements a wide range of teaching strategies and completes regular observations of children at play. On the whole, she incorporates information gained into planning future activities. As a consequence, children enjoy a wide range of activities and experiences.
- The childminder undertakes thorough and accurate self-evaluation. This takes into account the views and opinions of children and their parents. As a result, she is able to accurately identify her strengths and successfully target areas for development.

It is not yet outstanding because

- Children's learning is not fully enhanced at the start of placement because the childminder does not maximise the use of information about their starting points.
- At times, the childminder does not organise the resources to fully support children in making decisions about what they play with. This means that children are not always able to choose these independently and fully extend their play.

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.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents through discussion and viewing completed written questionnaires.
- The inspector reviewed the providers hardcopy self-evaluation form provided at inspection.
- The inspector carried out joint discussions with the childminder in relation to observations of the children's play, learning and progress.

Inspector

Ann Cozzi

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 two adult children in a house in Hoddesdon. The whole of the ground floor is used for childminding. The family has a pet rabbit. The childminder attends 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 nursery. There are currently eight children on roll, four of whom are in the early years age group. Children attend for a variety of sessions. She operates all year round from 7.30am to 5pm, Monday to Thursday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- review the organisation and storage of resources to fully maximise children's opportunities to make greater choices about their play
- expand the use of information gathered from parents with regard to children's starting points by linking these more closely to the areas of learning.

Inspection judgements

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

The childminder shows a clear knowledge and understanding of the Early Years Foundation Stage. She uses a wide range of teaching techniques that support children to make good progress in their learning. She successfully identifies where children are in their development, supported by the use of approved guidance. She plans activities based on children's interests and their next steps in learning. This helps her to effectively engage children in learning and provide good levels of challenge, so that children make good progress in readiness for school. The childminder meets with parents prior to placement. This helps her to find out a good range of information about each child's starting points. However, there is scope for this to be even more effectively used when planning, to support children's early progress to the very optimum.

The childminder understands that children need time to explore and discover things for themselves. For instance, during planned activities she ensures that they have plenty of time to play, explore and discover things for themselves. Children's language development is promoted very well. The childminder makes sure that she speaks clearly, providing children with a running commentary of what she and they are doing. As a result, young children mimic what they hear, which effectively helps them to add new words to their

growing vocabulary. In addition, the childminder makes sure that she is strategically positioned within children's line of vision. This means that they are able to clearly see her. Children show that they have a good understanding because they are able to follow simple instructions and clearly understand routines. For example, children help to find their coats and hats when the childminder tells them it is time to get ready to go outside. Children develop confidence and self-esteem because they learn how to become independent. For example, the childminder teaches them how to wash their own hands and encourages them to feed themselves at lunchtime. The childminder provides a broad range of stimulating, age-appropriate toys and books. However, these are not always organised in a way that maximises all children's opportunity to access them. This has an impact on their ability to revisit learning or fully enrich their chance to make decisions about their play. The childminder regularly meets up with other registered childminders in the area. This provides children with lots of chances to learn about similarities and difference. It also extends children's opportunity to practise social skills.

The childminder ensures that she teaches children how to develop good physical skills. For example, she successfully encourages them to hold and control small world vehicles. They effectively improve their hand-eye coordination as they carefully move their vehicle up and then down her arms and body. Children enjoy trips to the park. They learn how to refine their balance and coordination through playing football with the childminder or negotiating the steps of a slide. Communication with parents is good, and as a result, children are supported well to continue their learning at home. The childminder ensures that parents are aware that they can access their child's learning records at any time. Parents confirm that they are provided with regular updates about their child's progress. Information sharing with other providers of care and education children attend is currently undertaken through parents. This demonstrates that the childminder fully understands the importance of two-way communication in order to promote children's continuity of learning.

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

Children develop strong bonds and attachments to the childminder. She demonstrates care and concern towards all children, which they respond to very well. The childminder works closely with parents to settle their children into her service. As a result, children settle quickly and are comfortable in her home. For example, older children cuddle up and tell the childminder all about their tiring morning at nursery. Young children keep a watchful eye on the childminder for reassurance and invite her to join in with their games. As part of her key person role the childminder has developed good working relationships with parents. This effectively keeps them both well informed about any changes in children's personal care needs, supporting their continued well-being.

The childminder is attentive to the needs of children in her care. She ensures that they have plenty of time during activities to develop their independent skills. As a result, children develop the skills needed in preparation for future moves to pre-school or school. Children are very well behaved and respond positively to the childminder. This is because she consistently provides praise for achievements and subtle reminders about what is acceptable behaviour. As a result, children are effectively supported to understand about the reason for rules. For example, the childminder talks to young children about being

gentle during play with others 'in case we hurt them'.

Older children demonstrate a clear awareness of safety rules as they sit at the table to eat their lunch. Children are encouraged to learn about taking measured risks and the benefits of exercise. They learn how to climb the steps of the slide safely, when taking part in outdoor play in the fresh air. The childminder helps to increase children's understanding about healthy eating. She provides them with fresh fruit at snack time and talks to children about foods that are good for them. The childminder uses discussion with children to help them understand that by cleaning their hands at pertinent times they will wash germs away.

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

The childminder has completed safeguarding training to support her knowledge and understanding of child protection. Her safeguarding policy clearly outlines the appropriate procedures to follow should she have any concerns about a child in her care and she can implement this effectively. Children are further protected because relevant checks are undertaken on all adults living in the childminder's home. The childminder provides high levels of supervision for children, which helps to keep them safe in her care. She undertakes regular risk assessments to help her identify and minimise risks to children in her care. As a result, she has implemented a good range of safety measures in her home, which further protects children's safety. For example, she has fitted an appropriate safety guard in her living room to prevent children's access to the fire. The childminder makes sure that all required policies and procedures are regularly reviewed and updated. This ensures that they continue to effectively support children's well-being.

The childminder has implemented a range of methods to ensure that she is able to effectively monitor and evaluate her own practice, including the effectiveness of her educational programme. She uses these to successfully support ongoing improvements. She seeks the views and opinions of children and their parents, which means that a broad range of ideas are considered. The childminder has undertaken relevant training since her last inspection. This has helped her to keep up to date with current childcare practice and enrich her knowledge, which has improved her quality of teaching. Since her last inspection, the childminder has addressed the recommendation raised with regard to improving observational assessments and planning. This has had a positive impact on supporting children's good progress in learning.

The childminder works hard to maintain good partnerships with parents. This ensures that she is able to effectively support children's care, learning and development. Parents provide regular verbal and written feedback to the childminder. They report that she is referred to as the 'third granny' by their family. Parents also comment that the childminder has given them 'lots of support' and that they 'feel lucky to have her'. Parents also say that they would 'definitely recommend her to others'. The childminder shares information with other providers of care and education children attend, to enhance their well-being and progress, care and learning.

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	124030
Local authority	Hertfordshire
Inspection number	874782
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	27/01/2009
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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