

Inspection date	4 February 2015
Previous inspection date	30 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has good teaching abilities and consistently promotes children's communication and language development. Her commentary and supportive questions throughout play extends their language and thinking skills well.
- The childminder's knowledge of safeguarding is secure. Therefore, she consistently protects children's safety and welfare.
- The childminder supports children from a young age to learn about how to keep themselves safe. For example, she reminds them not to put too much food in their mouths during mealtimes because they may choke.
- Partnerships with parents are strong. The childminder communicates with them on a daily basis and encourages them to support learning at home. For example, she asks parents to regularly read stories to their children to extend their vocabulary.
- The childminder consistently reminds children of the good behaviour that she expects of them, such as saying please and thank you when she gives them something. Consequently, children's behaviour is very good.
- The childminder effectively supports children to develop their mathematical knowledge. This is because she counts toys with them during play and introduces language, such as big and small.

It is not yet outstanding because:

- At times, the childminder does not make best use of her knowledge of the children's interests to engage them to try new things, in particular creative activities, in order to enhance their learning and development.
- The childminder does not always maximise opportunities to ensure children's optimal progress by promoting the areas of learning and development that their other care settings are focusing on.

What the setting needs to do to improve further

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

- enhance children's learning and development further by incorporating their current interests to engage them in a breadth of activities, in particular creative play
- maximise all opportunities to complement teaching and learning from other settings where children attend, such as recognising colours, to ensure children's optimal progress.

Inspection activities

- The inspector observed children taking part in a range of activities and she spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector saw evidence of the suitability checks for the childminder and those persons over the age of 16 years living in the household.
- The inspector looked at children's assessment records, policies and procedures and the childminder's self-evaluation form.
- The inspector conducted a joint observation with the childminder.
- The inspector has taken account of the views of parents, as recorded in reference letters provided by the childminder.

Inspector

Katherine Hurst

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides plenty of toys and activities that promote their all round development and children develop the necessary skills for future learning. She encourages children to make independent choices and lead their own play. However, on occasions she does not always inspire them to try creative activities, by incorporating their interests. Consequently, despite the childminder providing a wide variety of resources, children do not always engage in a range of activities that will enhance their development in every area of learning. The childminder works in partnership with professionals from other settings where children attend and regularly shares children's next steps and assessments with them. However, she does not consistently maximise opportunities to extend children's learning from other settings, such as recognising colours. Therefore, although children make good progress given their starting points, the childminder does not always promote their optimal progress towards the early learning goals.

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

The childminder nurtures children to be confident and motivated to learn. Her regular praise about children's successes raises their self-esteem and prepares them very well emotionally for future learning. As a result, they enjoy their time at her setting. The childminder supports children well during the important changes in their lives, such as the move from her setting to pre-school. She accompanies them to settling-in sessions, which enables them to make the move with confidence. Children enjoy playing outside in the fresh air on a daily basis. They develop their physical skills playing on climbing equipment at the local park and using apparatus, such as trampolines, in the childminder's garden. She consistently promotes good hygiene by regularly washing her own hands and ensuring that children wash their hands before eating and after messy activities. This contributes to children's good health.

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

The childminder has a good understanding of the Early Years Foundation Stage. This includes how she would support any assistants that she may employ in the future to also have a good knowledge of the legal requirements. Therefore, children's individual learning and care needs are well met. The childminder regularly attends local childminding network meetings to share good practice and extend her knowledge. She accesses training, such as childminder conferences, and identifies courses that are pertinent to enhancing her teaching skills to support the children in her care. The childminder monitors the quality of her setting and identifies areas for development. She seeks feedback from parents and children on how she can improve, which she implements in a timely manner. For example, she has introduced a suggestion box for adults and children to place activity ideas in. The children then take it in turns to choose one for the whole group to enjoy together. She demonstrates her dedication to provide good quality teaching and care, which is evident as she has met all the actions previously set by Ofsted.

Setting details

Unique reference number	123398
Local authority	Hertfordshire
Inspection number	986216
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	30 July 2014
Telephone number	

The childminder was registered in 1996 and lives in Harpenden. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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