

<b>Inspection date</b>	13/12/2012
Previous inspection date	13/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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**

- Children's interest in drawing and colouring is fully sustained because the childminder joins in and shows enthusiasm in what they are doing. They explore different colours and learn to use pencils and crayons with control.
- Children develop a good understanding of nurturing plants as they are fully involved in growing fruit and vegetables, and make jam with the fruits as gifts for their parents.
- Children feel valued and respected because the childminder listens with interest as they describe their pictures, whilst praising their efforts.

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

- Observations and assessments are on rare occasions weak in identifying and providing an individual learning plan which fully challenges children over the age of three years.
- Opportunities to encourage parents and other carers, such as the school nursery, to share information are at times limited and inconsistent in supporting children's learning and the progress they are making.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 looked around the house and garden.
- The inspector observed free-play activities in the family room/playroom.
- The inspector made observation of creative activity in the kitchen/diner and discussed the progress children are making.
- The inspector looked at children's personal records, their learning journals, and the childminder's policies and procedures.

## Inspector

Suman Willis

## Full Report

### Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 17 and 13 in a house in a village just outside of St. Albans. The childminder uses the whole of the ground floor and the rear garden for childminding. The family has three cats and three guinea pigs.

The childminder attends a childminder group and the local children's centre. She regularly visits the local shops, library and park. She collects children from the local schools and pre-schools.

There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder is open all year round from 7am to 7pm Monday to Friday except for family holidays and bank holidays.

### **What the setting needs to do to improve further**

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

- develop the consistency of links between children's identified next steps and the planning for older children to maximise their learning opportunities
- develop opportunities to fully involve parents and school nurseries to share information about children's learning so that they consistently make good progress in their learning and development.

### **Inspection judgements**

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

The childminder has a good understanding of how children learn. She plans an interesting range of activities which promote children's progress in all areas of learning. The childminder organises the children's day to enable them to have a balance of indoor and outdoor activities. The house is arranged so that children move freely between the playroom and kitchen/diner, which allows them to participate in a good range of both adult-led and child-initiated activities. The childminder uses observations and assessments to identify the progress each individual child is making. This enables her to identify children's strengths, and areas where the child's progress is less than expected, and provide additional support. However, they are inconsistent in supporting children's individual progress for children aged three years and over. Therefore, opportunities to ensure that children consistently make good progress in all areas are, on rare occasions, limited and children are not always fully challenged.

Children are making good progress and some are above their developmental age because they enjoy learning and extending their skills. Children use language very well to tell stories and hold interesting conversations about the past and present. For example, children invite the childminder to draw and colour with them, and they exchange ideas and talk about their Christmas pictures, relating them to decorations at home. Children are

developing good pencil control as they carefully colour in pictures between lines and are praised for doing so well. They and the childminder laugh a great deal as they use different voices and play games, such as attempting to balance crayons behind their ears. Children's understanding of mathematical concepts is extended as the childminder encourages them to compare the size of crayons, and they correctly use language such as 'bigger' and 'smaller'. They show an interest in numbers as they are encouraged to count up to eight objects. The childminder provides opportunities to promote children's knowledge of the environment as they plant and nurture fruit and vegetables. They use the fields behind the house to explore for living things and are excited as they describe their findings, especially spiders. Children have opportunities to extend their technical skills as they are provided with electronic equipment and toys, such as a camera, a phone and musical instruments.

The childminder uses a daily diary to share information with parents about the child's day but this is mainly around the children's welfare requirements. She verbally shares with them their child's progress, which they appreciate. However, parents and the school nursery that children attend are not fully encouraged to support and share information. This means that relationships between all those involved in the children's care are inconsistent in supporting and extending their learning and development.

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

Children are very happy and settled in a warm caring environment because they have formed strong bonds with the childminder and her family. They enjoy learning and their interest is fully sustained because of the close relationship developed between them and the childminder; this enables them to concentrate and complete activities with ease. They learn about other cultures and beliefs through books and play materials. Routine visits to the shops, park, and library for story-time develop children's understanding of their local community.

Children behave very well because the childminder is a good role model and promotes their well-being by consistently offering praise and encouragement. The children in return offer praise to the childminder as they work together at the table drawing. They openly talk about emotions as they describe what their favourite toy pet feels like when tickled. Children learn to give and receive gifts as they make jam and decorate the gift label for their parents. Children feel safe because appropriate boundaries are used and children know that they sit at the table when eating and carrying out table-top activities. All areas used by the children are secured to ensure that they can learn and explore safely. They learn about road safety as they go for walks.

Children stay healthy and manage their own personal hygiene well as they independently take themselves to the toilet and use individual towels. The childminder uses disposable gloves when changing nappies to minimise cross-infection. Her up to date knowledge of first aid enables her to provide appropriate emergency care should the need arise. Children have regular fresh air and exercise as they use a well-resourced garden. A rolling menu, shared with parents, ensures that children's individual dietary needs are fully met.

They enjoy healthy snacks as they ask for an orange and both the childminder and children sit at the table eating their orange pieces as they complete their pictures. Children are prepared well for school as they mix in a variety of settings, such as nursery and childminding groups, and learn how to behave in different situations.

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

The childminder updates her knowledge and skills in childcare by attending courses relevant to her practice. For example, she has updated her first aid and completed a level 1 and 2 childminding qualification. She is waiting for a place on the revised 'Early Years Foundation Stage' course but continues to access information on the internet while she waits. This enables her to continue to help children make good progress in their learning and development. The childminder demonstrates a good understanding of protecting children and routinely updates her knowledge by attending training. Children are protected because all adults in the house are suitably vetted.

The childminder continues to add to her robust risk assessments as situations arise and has developed a policy in camera and mobile use. She ensures that parents are fully informed of her practice by giving them copies of all her policies and procedures, which they sign to say that they agree. This enables her to use documents, such as medical forms and permission for outings, effectively in protecting herself and the children. Clear emergency evacuation procedure continues to keep children safe. For example, children's contact details are kept at hand to enable her to gather important information quickly.

The childminder is committed to improving her practice and welcomes parents' comments by using questionnaires and verbally seeking children's views. She has made extensive improvement since her last inspection. For example, she has implemented a thorough risk assessment and a complaints procedure to ensure that children stay safe and parents know what to do should they have any concerns. The childminder understands the importance of working in partnership with outside agencies when the need arises to support children with special needs and/or disabilities.

### **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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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>	123477
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	817844

<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>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/01/2009
<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 that are usually their 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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