

<b>Inspection date</b>	17/12/2013
Previous inspection date	02/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 has a secure understanding of how children learn and how she can support them. She demonstrates a continual drive to enhance her knowledge of how to support children's learning. Consequently, children are making good progress in their learning and development.
- Children are happy and settled, they enjoy loving and affectionate relationships with the childminder, who works closely with parents to ensure children's individual needs are fully met.
- Children are safeguarded because the childminder has strong understanding of her roles and responsibility. She effectively implements policies and procedures that ensure children are kept safe.
- There is a good partnership with parents and other providers where children attend. There is a high degree of trust between parents and the childminder. They appreciate the time she spends with their children and the information she provides.

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

- There is scope to support younger children's communication and language skills further by using sensory items during children's play, such as treasure baskets.
- There is room to provide further opportunities for children to be involved in the preparation and serving of food and drinks, so that their independence can be further extended.

## 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.

## Inspection activities

- The inspector observed activities in the lounge and the kitchen. She spoke with the childminder and children at appropriate times during the inspection.  
The inspector discussed children's learning journeys. She looked at written
- references from parents, the self-evaluation form and a selection of policies and children's records.
- The inspector completed a joint observation with the childminder.
- The inspector checked evidence of suitability for adult family members living on the premises.

## Inspector

Maura Pigram

## Full report

### Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has a Foundation Degree in Early Childhood Studies. She lives with her husband and their two adult children in a house in the How Wood area of St Albans, Hertfordshire. The whole of the ground floor, which includes a cloakroom and a bedroom on the first floor are used for childminding. There is an enclosed rear garden for outdoor play. The family have fish and have a pet caged rat that is kept in one child's bedroom.

The childminder attends age-appropriate groups with children. She takes and collects children from the local schools and pre-schools. There are currently two children on roll, who are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- provide flexible resources, such as treasure baskets, that can be used in many different ways to facilitate children's play, exploration and communication further
  
- provide further opportunities for children to be involved in the preparation and serving of food and drinks, so that their independence and confidence in their own abilities can be extended.

## Inspection judgements

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

Children are extremely happy and settled. They are enthusiastic and motivated learners and are making good progress in their learning. This is because the experienced childminder has an effective knowledge and understanding of how children learn and develop. She understands what children know and what they can do. She plans age and stage appropriate activities for each child, taking into account their interests and next steps in their learning. For example, activities, such as art and craft sessions are adapted so that this is enjoyable and learning experience for all children. A variety of resources are set out for them prior to their arrival, so that they can quickly settle to play and learn, such as the popular play kitchen. Children show that they are active learners when they confidently explore interactive toys. Younger children become excited as they discover

how to operate an 'on, off' switch on a toy aeroplane. The childminder is fully involved in children's play through relaxed conversations and effective guidance. She extends learning easily by providing a running commentary throughout children's play. She is fully involved in their play and encourages them to try new challenges. For example, younger children are helped to successfully use glue spreaders to create a festive picture.

Children demonstrate that they are developing good skills to aid their readiness for school. For example, they independently select resources that interest them and are helped to play co-operatively together. Children show good levels of concentration during activities, such as craft activities and imaginative play. Good quality teaching introduces new words to all children during their play. For example, young children concentrate for long periods during a planned craft activity of making a snowman. The childminder skilfully introduces new words linked to the activity. Children copy what the childminder says and happily create a picture to take home to share with their families. This supports children's self-esteem and contributes effectively to supporting children's emerging language skills. However, there is scope to use flexible resources that provide a sensory experience, such as treasure baskets to support the good quality teaching that takes place, so that children's imagination and language skills are further supported. The childminder assists each child as and when necessary and adapts her activities to suit the development needs of children. For example, older children are helped to recognise letters and are helped to link these to their names. The childminder introduces counting in a meaningful way. The childminder counts 'One, two' when cutting items for lunch. She asks younger children, 'What comes next?' and they respond saying 'Three, four'. They then proceed to count the items on their plates. Lots of praise follows, which supports children's self-esteem and their early interest in numbers. Jigsaws and construction games further contributes to the development of children's early problem solving skills.

On registration parents contribute to initial assessments by providing useful information about what their children already know, their routines and their likes and dislikes. The childminder shares children's assessment records with the parents and helps them to understand fully what children learn through play. Discussions take place on a daily basis, children's diaries along with comprehensive learning journals are shared regularly. Comments from parents are valued and ideas towards their children's learning and development are welcome. This contributes to keeping parents informed and involved.

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

Children enjoy close relationships with the childminder and show that they feel settled and secure as a result. They form positive and trusting relationships with the childminder and her family. This is because they are provided with warm interactions. A flexible settling-in process is in place. For example, information is exchanged about children's routines, health and dietary needs, so that the childminder can tailor her day to meet their needs. The childminder records all required information and completes detailed information of each child. As a result, there is a continuity of care between the childminder and children's parents. As a result, children make a comfortable and smooth transition from home into

the childminder's care. In addition, the childminder remains in contact with previous minded children and their families. This shows that they enjoyed their time spent with the childminder and formed strong attachments.

Children's personal, social and emotional development is effectively supported by the childminder, who provides praise and encouragement for all tasks no matter how small. The childminder has a calm manner and children respond positively to this. They are encouraged to behave well and clear boundaries contribute effectively to this. Children are helped to play co-operatively together and younger children are helped to learn right from wrong. Children regularly visit age-appropriate groups where they mix with other adults and children of similar ages. As a result, children develop confidence in group settings. This contributes effectively to helping children move forward to the next stage of their learning, such as starting pre-school or nursery. The childminder ensures her resources are rotated according to children's age and stage of development. For example, the play kitchen is currently a popular item; the childminder ensures this is well-resourced, so that challenges are provided.

Children are developing a good understanding of health and safety. For example, they manage their personal care very well. The childminder effectively supports this by providing time for children to manage their own coats and shoes. They learn about good hygiene practices through everyday routines, such as washing their hands before meals. The childminder works with parents regarding the provision of meals, which are healthy and nutritious. Any meals provided by parents are suitably stored. Snacks provided are nutritious and healthy. The childminder grows tomatoes, which are eaten during mealtimes and discussions help children learn to lead a healthy lifestyle. Meals are eaten at a child size table and the childminder sits alongside children. Discussions take place about the food been eaten and good manners are effectively encouraged. However, there is scope to involve children more fully in the preparation of meals, so that their independence and self-care skills are further promoted. For example, children have limited opportunities to make choices about preparing or serving their own lunch and pouring their own drinks. Children have varied opportunities for exercise and fresh air. They go on outings to the park, use the garden, go on local walks and visit indoor soft play centres, animal parks and the zoo. This supports children's interest of the world around them. In addition, this further supports their physical development as they can practise their skills of running and climbing at the indoor play areas and parks. Children are able to play safely as all outings are risk assessed. The childminder ensures her home is well-organised and well-maintained, so that any hazards are reduced.

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

The childminder is dedicated to offering a high level of quality care to children and families. She has a clear understanding of her legal responsibilities to implement the welfare requirements of the Early Years Foundation Stage, to ensure that children are safe and secure. For example, she has a secure understanding of how to keep children safe.

She ensures her safeguarding training is always up to date and knows the procedures to follow if she has a concern regarding a child's welfare. Comprehensive policies and procedures support the childminder well in providing a safe and secure environment. For example, she ensures all her documentation contains all the relevant information needed to protect children. Positive steps are taken to ensure children are safe as the childminder supervises children closely to ensure their safety at all times.

The childminder has a very positive attitude to constantly developing her knowledge and understanding of childcare issues. For example, she attends many purposeful training courses to ensure her knowledge is up to date. Since the last inspection she has completed a further qualification in childcare. This has given her a deeper understanding of child development and how to support their progress. She has completed a detailed evaluation of the service that she provides and includes children's and parents views in the process. She monitors and evaluates her educational provision well to provide children with a good range of activities and to promote their individual progress. The recommendations raised at the previous inspection have been successfully addressed. For example, she has developed children's learning and development records to show clearly their progression. Overall, children enjoy a good balance of adult-led and child-initiated activities throughout the day.

The childminder provides parents with a wide range of information regarding her practice. For example, in addition to children's learning journals and diaries she provides parents with photographic records of their children's activities that they have enjoyed. Parents comments are very complimentary. They state that she is warm and friendly and she supports the children well in the preparation for school. The childminder has formed positive working relationships with the local school and pre-school and shares information with regards to children's well-being, development and their next steps in learning. The childminder is not caring for any children with special educational needs and/or disabilities. However, she is aware of the need to work with other professionals, who offer specialist guidance as and when the need arises.

## 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. It will be monitored and inspected within twelve months of the date of this 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		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>	123246
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	870947
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/06/2009
<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.

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