

Inspection date	08/04/2014
Previous inspection date	23/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 have formed strong bonds and attachments with the childminder. This effectively supports their feelings of safety and security.
- Effective partnerships with parents ensure that the childminder has a clear knowledge of children's abilities and interests. This promotes consistency in the learning children receive which supports their good progress.
- The childminder provides a good range of interesting and challenging activities. These activities are accurately based on children's interests and support their next steps in learning.

It is not yet outstanding because

- There is room to expand the effective links between all settings that children attend to further support their learning and development.
- There is scope to increase the opportunities for children to have further learning experiences in the outdoor environment.

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 spoke to, and interacted with, the childminder and children throughout the inspection.
- The inspector discussed and examined the resources and equipment provided and how effectively they are used to support children's play and learning.
- The inspector and childminder jointly observed and discussed children's learning and development during a child-initiated activity.
- The inspector examined a selection of information and documentation relating to the suitability of all adults, children's safeguarding, welfare and developmental progress.

Inspector

Susan Parker

Full report

Information about the setting

The childminder was registered in 1986 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Bishop's Stortford, Hertfordshire. The whole of the ground floor and the rear garden is used for childminding. The childminder attends a toddler group and visits shops and parks on a regular basis. She is able to collect children from local schools and pre-schools. There are currently two children on roll; both of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. 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:

- extend the already good links with other providers to further improve the effective partnerships between all settings that children attend
- increase opportunities for children to experience all areas of learning as effectively in the outdoor environment as they do indoors.

Inspection judgements

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

The childminder has gained a secure knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She observes children regularly as they participate in a wide range of activities. She effectively assesses their abilities against the typical expectations for their age. She effectively uses this information to assess children's progress based on their starting points. Children freely choose and get for themselves a good selection of toys, activities and resources. These are used well to engage children's curiosity and enthusiasm for learning. For example, young children confidently make up their own games using the good range of toys and resources provided. The childminder supports their role play and imagination by holding back and letting the children decide and create with their own imaginations. Children's ideas and creative thinking are promoted because the childminder respects their creativity and promotes their thinking and problem solving. Children's personal, emotional and social skills are effectively supported because the childminder makes sure that children can return to their imaginary game after they have eaten their snack. This supports children's feelings of self-esteem because the childminder values their play and ideas. Children's physical skills are promoted because they competently use tools and equipment safely. For example, children know that the small doll's shoes and hairbrush are kept in a zipped bag

to keep them away from any babies. They carefully get the items they want and return the bag safely to the shelf. Children happily chat about their day and the game they are playing, supported by the childminder's open questions. They confidently chatter with the childminder who listens carefully and responds with simple questions which encourages the children to elaborate on their story. Additionally, children ask for and choose their own resources to play outdoors. However, the main outdoor resources have been stored in the shed over winter and are not accessible for the children. Children visit parks and play areas regularly to explore the large climbing and sliding equipment; learning how to balance and strengthen their physical skills. These activities and the support from the childminder enable children to make good progress in all areas of their learning and development.

The childminder observes children regularly as they play. She effectively measures children's competencies against the typical expectations for their age. The information she gains is effectively used to plan and provide activities, trips and equipment which challenge and extend children's learning and development. The childminder values children's ideas and opinions; consequently children have good levels of confidence and self-esteem. Children regularly attend pre-school groups and activities which enable them to be confident to learn and participate in group situations. As a result, children are well prepared for their eventual move on to school.

Positive partnerships with parents support the involvement of all adults in children's learning and development. The childminder gains information about the children's interests and abilities from their parents. This helps her to know the children well and provide support to enable them to settle quickly. Information is shared daily both verbally and through diaries and sharing of children's learning records. Therefore, children's learning and development is reliably promoted.

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

Children are happy and content, displaying good bonds and attachments with the childminder. Their emotional well-being, confidence and self-esteem is supported by the childminder. As a result, children make rapid progress in their personal, social and emotional development. The childminder provides individually tailored settling-in sessions for new children. This enables the family and the childminder to share information and children to become familiar and secure in her home. The childminder effectively supports children's feelings of emotional security and confidence. She is calm and attentive, holding back in a timely way to enable children to make their own choices and decisions. As a result, children settle quickly. Daily communication with parents ensures that information on children's care needs is shared effectively. This ensures that children receive continuity in their routines which supports their well-being.

Children's behaviour is very good. This is due to the childminder's calm and clear approach to managing children's behaviour. As a result, children show that they know the boundaries and are clear about acceptable behaviour. Children clearly understand how to keep themselves, and other children, safe from harm and recognise risk. They are well behaved and confident. Children successfully make relationships with other children and

adults in a selection of group situations. They display the skills and confidence which enables them to be emotionally prepared for their move on to nursery and full-time school. Links with children's key persons in other settings that children attend are effective; however, there is scope to expand links further to increase the cohesion of learning and development.

Children show that they understand about maintaining their own good health as they wipe their own nose and dispose of the tissue hygienically and independently. They understand the need to wash their hands before eating in order to prevent the spread of germs. Each child has their own towel which further restricts the spread of infection. Children's meals are provided by their parents and the childminder discusses healthy options with them to support children to make healthy choices. Consequently, children display good attitudes to healthy lifestyles. Additional activities, such as shopping for fruit and vegetables enable children to begin to understand about choosing healthily. In addition, regular activities in the fresh air outdoors enable children to understand about changing seasons and how to keep themselves safe and healthy in all weathers.

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

Following a recent visit by Ofsted the childminder received actions and a notice to improve to ensure that she has the appropriate qualifications, training, skills and knowledge, and a clear understanding of her roles and responsibilities to effectively manage her provision. The childminder has taken prompt and effective action in making improvements, including demonstrating that she understands how to implement the requirements for both learning and development and safeguarding and welfare. Therefore, her practice is now effective in meeting children's needs and contributing to their well-being in an effectively organised way. The childminder has a secure understanding of her responsibilities and the action she takes to protect all children in her care. She undertakes effective risk assessments in the home and for all trips and outings. In addition, the childminder ensures that appropriate checks are carried out on all adults living in her home. Therefore, children are effectively safeguarded.

Effective monitoring and evaluation of children's learning by the childminder ensures that children are secure in the skills they need to be ready for school. She assesses and evaluates children's ongoing progress across all areas of learning. As a result, she provides activities which are well matched to children's individual next steps and interests. The childminder has many years of experience in childminding and she continues to take up further knowledge and training opportunities in order to continue to improve the good levels of learning and care provided.

The childminder has good partnerships with parents. They all discuss the children regularly and effectively provide stability and continuity in children's lives. Parents actively contribute to the observations and assessments recorded in children's learning records. In addition, the childminder has effective links with other early years settings that children attend. This enables her to endeavour to generally complement the themes and topics covered by their pre-school which supports a consistent approach for children's learning.

The childminder evaluates her early years practice by talking to the parents and children. As a result, she has a clear understanding of her strengths and areas she wishes to improve further. This means that the childminder continues to support children's good levels of 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. 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

Unique reference number	123669
Local authority	Hertfordshire
Inspection number	957119
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	23/10/2013
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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