

# Childminding Services

Little Berkhamsted Sahibs Cricket Club, The Recreation Ground, Little Berkhamsted, Hertfordshire, SG13 8LY

<b>Inspection date</b>	23/07/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 Not Applicable
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 benefit from extensive outdoor play. They enjoy exploring large open spaces and the playground under close supervision. Staff are very effective in encouraging children's physical skills and concentration, through following their interest in sports and outdoor play.
- Children's emotional well-being is successfully promoted by the warm and caring staff. Their personal needs are known and taken into account, and settling in procedures are successfully implemented. This means children are very well-supported, secure and settled at the nursery.
- Management and staff are eager to improve to make the nursery the best it can be. They have improved the recording of children's progress so that staff can spend more time with the children and pass information to parents in a more timely manner.
- Partnerships with parents are strong. Parents speak highly about the nursery, the different ways staff support them and the good progress their children make.

### It is not yet outstanding because

- There is scope to provide more opportunities for children to experiment with numbers, weights and become familiar with numerals, in order to strengthen their interest in mathematics.
- Displays are not used sufficiently well to introduce children to letters, numbers or their names.

## 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 playrooms and the outside learning environment and talked with the staff and children.
- The inspector held discussions with the manager and registered provider.
- The inspector looked at a sample of children's assessment records and a range of other documentation.
- The inspector and manager undertook a joint observation.
- The inspector also took account of the views of parents sent by e-mail and information included in the setting's self-evaluation.

## Inspector

Sheila Harrison

## Full Report

### Information about the setting

Childminding Services was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the sports pavilion in Little Berkhamsted, Hertfordshire. The group is owned and managed privately and serves the local villages. The group is accessible to all children and there is an area available for outdoor play.

The group employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The manager is currently working towards a level 6 childcare qualification.

The group is registered to care for a maximum of 20 children at any one time, of whom 10 may be in the early years age range age, with none under three years. The group opens Monday to Friday during school term times. Sessions are from 12 noon until 6pm. Children attend for a variety of sessions.

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

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

- enhance the learning environment to enable children to extend their understanding of mathematics and experiment with matching numbers, numerals, weights and objects
- extend opportunities for children to see and learn from interesting displays involving numbers, letters and their names.

### Inspection judgements

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

Staff have a clear understanding of how children learn across all the required areas of learning and use this effectively to meet children's individual needs. They are good role models, helping children to be motivated and eager to learn. Staff complete purposeful observations and assessments of the children and use these to plan meaningful activities around children's interests. Staff notice children's natural talent and specially purchase a play golf set to extend this interest and children's growing dexterity. Staff help children to learn new skills, such as holding a cricket bat and hitting a ball. They change the

resources to help children succeed and this supports them to persist with an activity when challenges occur. Staff use technical terms, such as the fielding positions on the cricket field, when talking to children and this shows that they have high expectations to develop children's knowledge and understanding.

Staff support children's play well, giving them time to explore and be inquisitive. Children concentrate for a considerable amount of time as they delight in playing in the water. They fill containers from the water tray, learning about volume and capacity. Staff expand children's mathematical language, such as 'big' and 'small'. However, opportunities to further develop children's understanding of mathematics and experiment with matching numbers, numerals and objects, is less well-supported. Children develop and test their own ideas. They work together cooperatively, listening to and supporting their friends, for example, when emptying water into a small hole in the ground and watch the results. These skills effectively support children in getting ready for the next stage of their learning, and eventually school.

Children's language skills are well promoted. Staff ask children to choose a story and from this they make up a song together, often using rhyme. Staff play the guitar and children use a wide range of percussion instruments to add their interpretations. This helps them to develop and use a sense of rhythm and aids in the formation of their skills in language and communication in a fun way. Children have access to a wide range of reading material inside and out of doors to support their early literacy skills and there is lots of drawing materials indoors to practise making marks. However, children have fewer opportunities to see a variety of different written texts in posters and displays, so that they learn to recognise that writing is used for many different purposes, including their own name.

Staff build respectful and caring relationships with all the children and their families while focusing on their learning and achievements. Children's development is frequently shared with parents, together with ideas for supporting them at home. This means parents are kept involved in their children's progress. Parents state they have seen their children make good progress during their time at the nursery.

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

The well-being of children is carefully fostered as staff recognise their individuality. Children are happy and eager to attend the nursery. They build strong relationships with their key person and make secure friendships with the other children. There is plenty of equipment and space to help children share and take turns successfully. Children are learning to recognise feelings through their interactions and play. Older and younger children play very well together. Older children talk about the school day and enjoy reading to the younger ones. This helps the younger children be prepared for their move onto school and also positively reinforces older children's reading skills. Staff develop close relationships with the parents. Most children are already well known to the staff at the nursery as they have spent time with the staff at the sister setting where staff are shared. There is a well-planned and gentle introduction to the nursery with frequent short visits. Staff in the nursery also work with the children in the sister setting and this helps children

to be very secure when they move onto school. There are secure relationships with other childcare and educational providers. This supports an effective consistency of care for the children attending more than one setting.

Children have excellent opportunities to learn about a healthy lifestyle. They have access to a large outdoor space where they can exercise energetically. Staff encourage children to develop their interest in sport and help them to follow the rules of a game. Children enjoy playing in the park on the challenging climbing frame and swing, and learn to take manageable risks. They are learning to be safe in the sun as staff regularly remind them to have a drink and put on more sun cream. Children are supported to develop their self-care skills. They independently hang up their coats and bags. Staff sensitively support children during a clap of thunder and downpour of rain, which helps children to learn to keep themselves safe without being fearful. The manager has arranged with a local farmer for children to have regular visits to a farm and to see and participate in preparing the soil, sowing the seeds and seeing the progress of crops from field to the table. Children are offered healthy meals in generous portions. Staff try and coordinate the menus with local schools so that meals are not duplicated in any one day. Children are encouraged to try new tastes and their allergies and preferences are respected with alternatives offered. Staff encourage children to follow the social conventions during meal times, such as using polite conversations and good manners.

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

Leadership and management are strong and effective. Robust systems are in place to employ suitable people for their roles. Appropriate references and checks are undertaken on all staff and a suitable induction process helps new staff to become familiar with their role in the setting. Staff are encouraged to attend training to obtain childcare qualifications and to update their skills. Their views are sought and they have drawn up a 'wish list' of equipment to improve the resources available to the children. This helps staff remain motivated and continuously develops their skills. Staff demonstrate a clear and confident awareness of safeguarding. They all attend regular training and know what to do if they are concerned about a child in their care. A wide range of policies, including safeguarding, are implemented and inform staff and parents of procedures. Comprehensive risk assessments are undertaken and regularly updated in addition to the daily safety checks staff undertake to ensure potential risks are managed effectively. Staff are vigilant that children are within sight and sound when they are using the large cricket field and public playground. Children know the staff use a hand signal that requires them to come in immediately. Staff regularly practise this with the children so that they know what to do in an emergency.

Management has a highly effective self-evaluation process and are keen to continue to develop the quality of the provision. They aim to provide a fully child-centred approach to learning. The views of outside professionals, parents and children are taken into account when assessing the strengths and areas for continued development. Action plans are in

place to continue to develop and improve the nursery environment further. Future plans include new furniture, improved kitchen facilities and an outside tap to allow children to independently fill their buckets when exploring the properties of water. Staff monitor children's progress well. They are introducing a new system using information technology, which reduces the need to be away from the children to complete the children's developmental records. Staff carefully evaluate each activity to help identify and narrow any gaps in the children's learning; consequently, children make good progress. Staff demonstrate they have sufficient understanding of procedures to be followed if they have any concerns about children's development. They have the use of well qualified staff in the provider's other setting to call on for further support if required.

Parents give glowing feedback on the care of their children. They comment on how eager their children are to attend, how well they have progressed and that they can leave their children 'worry free'. Regular newsletters and the information on the website keep parents up-to-date and include useful information on the Early Years Foundation Stage.

### **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
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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 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 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>	EY460701
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	906441
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Samantha Baker
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07876 136458

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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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