

Inspection report for early years provision

Unique reference number	136415
Inspection date	20/01/2009
Inspector	Valerie Anne Curotto
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder registered in 1996 and is a member of the National Childminding Association. She has a level 3 qualification in Early Years Care and Education and is an accredited member of South Gloucestershire's approved childminding network. The childminder lives with her husband and three children, aged 11 to 16 years in Downend, South Gloucestershire. The family home is close to local amenities, including a park, primary school and pre-school groups. Childminding takes place on the ground floor, which includes toilet facilities. Children have access to an enclosed rear garden. The family have two cats. The childminder is registered to care for up to five children under eight years of age, of whom three may be in the early years age group. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll, nine of whom are in the early years age group.

Overall effectiveness of the early years provision

Children appear content and secure in their surroundings as well established routines keep them safe and promote their welfare. They enjoy a good combination of activities within the setting and the wider community, which provides them with positive learning experiences. The childminder has a good understanding of their individual needs and supports each child effectively, through a stimulating balance of structured and free play. As a result, children are confident and make good progress in their learning and development. The childminder continues to develop her practice to benefit children through ongoing training and regular updates from the local authority.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consolidate use of children's assessments, including reflections on spontaneous play, to more consistently track individual children's progress

The leadership and management of the early years provision

The three recommendations made at the last inspection have been addressed well by the childminder to impact positively on her practice. For example, information given to parents about the setting and their children's development has improved. As a result, parents are well informed about the Early Years Foundation Stage (EYFS) through playroom displays and newsletters. They are also invited to contribute to their children's assessments using a proforma from the local authority. Planning and the evaluation of activities continue to develop and the childminder ensures that each child has individual learning goals, appropriate to their stage of development. Current assessment systems do not yet consistently track children's progress towards these. For example, in the frequency and content

of observations, which do not routinely reflect on children's spontaneous play. However, the childminder has a good understanding of the EYFS and the needs of children she cares for. This enables her to support children's development effectively through a combination of free play and structured activities.

The childminder is able to identify areas for further development within the setting and how these can be achieved. For example, through ongoing contact with her network coordinator, discussion with other experienced childminders and particular training courses. The childminder is familiar with the local authority's safeguarding procedures and is proactive in keeping up to date with new developments. Current placements are long standing, with children from the same families being cared for over a number of years. This consistency promotes children's sense of security within the setting and enables older children to become positive role models as they share familiar routines with younger siblings.

The quality and standards of the early years provision

Children make good progress as the childminder adapts learning opportunities within structured activities to their individual needs. For example, she brings out scales to support a curious four year old work out which is the heaviest play dough pie. Alongside, two year olds compare big and small worms as they learn to roll and shape play dough with their hands and small tools. Children's free play is extended as the childminder encourages them to develop their thinking and supports their role play. Children have time to develop their ideas and older children choose to continue with the same task while younger children move on to others. Young children concentrate on tasks alone at times and sing to themselves as they play. Children spontaneously identify shapes in their environment and count during everyday activities.

Good use is made of space at local groups to enable children to be creative on a larger scale. For example, with paints and bubbles or to act out favourite stories with others. Children also benefit from visitors to the groups, such as the local fire brigade, which prompts discussion on keeping safe. Children develop physical skills and confidence during regular outdoor activities in the spacious garden and at local parks. They become independent in self-care and choice of activities as resources are well organised and readily accessible. Children learn to appreciate everyday technology as they record themselves with a tape recorder. Young children shout excitedly when they recognise their voices on replay.

Children are content in the relaxed and welcoming atmosphere. The childminder ensures equal access to resources and children learn to play cooperatively with others, forming positive relationships. Children receive individual support, which builds their self-esteem and they proudly explain activities shown in photographic displays in the play room. Children are safeguarded as comprehensive risk assessments are in place including suitable arrangements for the range of different outings they undertake. Pets are managed appropriately, which minimises risks to children. Children have space to play and rest in comfortable and safe surroundings, which enables them to move freely through the main play area. Children become independent in toileting and understand routines to keep

themselves healthy, for example, hand washing. Suitable records are maintained regarding children's health and fruit based snacks and regular drinks meet their nutritional needs between meals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.