

Inspection report for early years provision

Unique reference number	136457
Inspection date	27/08/2009
Inspector	Zahida Hatia
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 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 first registered in 1997. She lives with her husband and two children, aged 13, and 15 years old. They live in a three-bedroom semi-detached house in Little Stoke, Bristol. The property is within walking distance of local amenities such as shops and parks. The whole of the property is used for childminding. There is a fully enclosed garden available for outside play. The family have two cats.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of six children under the age of eight years, of whom three may be in the early years age group. Care is provided on a full and part-time basis throughout the year. She currently has four children on roll on a part-time basis, all of whom are in the early years age group. The childminder attends a local toddler group on a regular basis.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy and are cared for in a warm, welcoming family home, where they are well supervised by the childminder. The variety of resources and activities that the childminder provides ensure children have the opportunity to make good progress, whilst having fun. The childminder recognises the uniqueness of each child, promoting their well-being and development. Good partnerships with parents help the childminder to support children's individual needs with skill and sensitivity. She is able to evaluate the strengths and areas for improvement in her provision and strives to improve the support and learning experiences she offers to children in her care.

What steps need to be taken to improve provision further?

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

- develop risk assessments further with particular attention to individual outings to help keep children safe when away from the premises
- continue to develop resources that challenge children's thinking about diversity and help them embrace differences in gender, ethnicity, language, religion and culture
- develop evaluative observations to enhance planning for each child's continuing development

The leadership and management of the early years provision

The provision is well organised so that children can develop their independence. Children benefit from a good range of activities that meet the requirements of the statutory framework for the Early Years Foundation Stage (EYFS). The

childminder's practice has been enhanced by her attendance at a range of training opportunities, as she is keen to develop her skills further to benefit the outcomes for children. Documentation is well organised and a set of effective written policies and procedures are implemented in her everyday practice. The childminder has positively addressed the recommendations made at the previous inspection. The childminder has increased her knowledge and understanding of Early Years Foundation Stage by completing a suitable training course. Self-evaluation is effective and plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

The childminder is committed to helping all children progress and takes steps to ensure their welfare is well promoted. She has a good knowledge of how to safeguard children in her care and to promote their good health. For example, written policies and procedures reinforce her practice. She understands how to manage any child protection concerns effectively and follows good routines to protect children's health. The childminder ensures that outdoor and indoor play spaces, furniture, equipment and toys are regularly checked for safety and cleanliness to ensure that they are suitable and safe for children's use. Risk assessments for the childminder's home are regularly undertaken and appropriately recorded. However, records of risk assessments for outings do not fully identify the hazards children may come into contact with. Fire drills are practised regularly, which helps to protect children's safety and develop their understanding of dangers and how to stay safe.

The childminder works well with parents and has effective systems in place to obtain and share information with them. All relevant information is shared with parents on a daily basis. Parents receive good information about the provision including written policies and procedures and are kept fully informed of their children's achievements and progress. Written comments from parents indicate they are happy with the quality of care and education provided by the childminder.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals in all areas of learning. The childminder's positive engagement with the children encourages their sustained thinking and helps them to gain the maximum enjoyment and benefit from their activities. As a result, children are eager to learn. The childminder knows each child very well and uses this knowledge to record children's progress. She uses observations to identify children's progress and achievement. From this information, she identifies the next steps for learning for individual children. However, on the whole, observations carried out are not evaluative. Children are relaxed in their play, confident of support and able to develop their own ideas. This promotes good self-esteem and the confidence to explore freely. Children happily choose their favourite resources such as constructing their own train tracks with tunnels and bridges.

The childminder builds on children's experiences through actively being involved in their play and learning. For example, she sits on the floor with them singing nursery rhymes while the children make music using instruments to accompany

the childminder's singing. The daily environment also reflects children's observed interests well, as the childminder takes account of which activities children prefer. Resources are effectively arranged and accessible to children to promote their independence. The childminder's appropriate approach to equal opportunities contributes to children's positive attitude to the wider community. However, there are few resources and activities offered to supplement this.

Children enjoy participating in a wide range of interesting and exciting activities. They learn about their local community as they visit the park to feed the ducks or go further a field using local transport. Children explore and express themselves creatively. For example, the children made a collage of their family using photos they had brought in from home especially for the activity. The childminder understands how to manage children's behaviour appropriately, for example, she praises children's achievements, promoting their confidence and self-esteem. She has clear and meaningful written guidelines for acceptable behaviour for children, which she shares with parents.

The childminder actively promotes a healthy environment because she is a good role model. She teaches children how to stop germs from spreading as they regularly wash their hands after using the toilet and before eating. Children's dietary needs are taken into consideration and they are offered healthy and nutritious snacks. They enjoy lots of fruit snacks and talk about which foods they like. Children take part in a range of activities, which promote physical skills, for example, in the park, toddler groups and in the garden. Their knowledge about personal safety is encouraged by gentle reminders to pick up toys and books so they do not slip and hurt themselves.

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

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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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