

## Inspection report for early years provision

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<b>Unique reference number</b>	EY244554
<b>Inspection date</b>	29/04/2009
<b>Inspector</b>	Claire Sheldrake
<b>Type of setting</b>	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 was registered in 2003. She lives with her husband and five children aged 22, 20, 11, nine and twenty months. in Highridge, Bristol. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time of whom no more than two may be in the early years age range. She is currently minding three children, in the early years age group on a part time basis. She also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the compulsory part of the Childcare Register. The childminder walks to local schools to take and collect children. She attends toddler groups and takes children to the local library, zoo and park. The family has two guinea pigs, a canary and a cat.

The childminder is a member of a local childminder network, and the group is part of the Children Come First quality assurance scheme.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The childminder has a good knowledge of children's individual needs and what stage they are in their development, and this ensures that all aspects of their welfare and learning are fostered.

The childminder provides a wide variety of stimulating and organised resources which cover the six areas of learning and are planned around children's interests. Effective partnerships are made with parents, and regular exchanges of verbal information are supported with written daily diaries.

The childminder has started to use her self evaluation to monitor and reflect on her practice and has identified areas which she would like to develop in the future to improve outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- continue to develop the observation and assessment system to clearly show the next steps in every child's learning and development and introduce a system to evaluate each of them.
- conduct regular fire evacuations to help children and adults know what to do in the event of a real fire, and record any problems encountered and how they were resolved.

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

The childminder organises her home and garden to be an exciting and stimulating environment for children to play and learn. Resources are clearly labelled, well sorted into boxes and are regularly changed to keep children's interest, and help develop their concentration. The children have access to a range of planned activities and the opportunity of free play. This ensures that children have a variety of learning experiences and choices.

The childminder has a good range of recognised childcare qualifications, and she is pro-active in accessing workshops, to further develop her own knowledge and skills. Using the self-evaluation document, she has identified her own strengths and areas for improvement. For example she would like to access updated training for safeguarding children, and has introduced a fenced all-weather area for children to play safely when in the garden.

Her documentation is effective, clearly written, and stored confidentially. The policies and procedures are closely followed to ensure children's welfare is promoted. The childminder has formed strong links with parents and uses a written daily diary to inform them of their children's progress. Information about children's individual likes, dislikes and routines form a record of the children's starting points, which promote her inclusive practice.

Children are protected. The childminder has an effective system in place to ensure that all persons over sixteen, who may have access to the children are suitable to do so. She is confident in her role and is aware of procedures to follow to ensure that children are safeguarded. Health and safety checks are regularly carried out within the risk assessment, and these cover the children while in the home, the garden and when they are taken on outings. A record of a fire drill is available, however an actual fire evacuation has not been practised with the younger children, to ensure that all children and adults know how to respond in the event of a fire.

## **The quality and standards of the early years provision**

The childminder knows each of her minded children well. She can accurately describe the stage in their development, and her focus for them in their learning, helping them to make good progress. She has detailed written observations which she has linked to the EYFS principle cards, and these are the basis for her planning for each child. At present these are not all recorded in the same format, so some of the evaluation, the next steps and dates are not recorded consistently.

The children are involved in a variety of enriching experiences. They sort through a box of cars and diggers, make models out of blocks and enjoy banging on the drum from the musical instrument box. More excitement is had as they run across the musical mat, each taking turns and stamping on the buttons to make the sounds. Outside the children all sit around the new table and deck chairs and are fascinated by how the umbrella turns above them.

The childminder plans her day to make sure that the children have regular 'outside' time, to play on cars, push small push chairs, and on the trampoline. She has a zoo pass which enables her to take the children to see the animals, and she recalls how they thoroughly enjoyed seeing the collection of insects during their last visit. Regular visits to the local toddler group and soft play centre, ensure that children are developing their physical and social skills, and their confidence in different settings and environments.

Children's emotional well-being is supported effectively; the children are relaxed and settled and enjoy the reassurance of a cuddle with the childminder. The children thrive on the close supervision the childminder provides, which contributes to their good behaviour and in building their self esteem. They enjoy sharing books together from the box, carefully turning pages and looking at details sat on the childminder's knee.

The children's health is well supported. They are establishing essential hygiene routines, such as hand washing before meals, and are already familiar with them. The childminder reduces the risk of cross infection, using an anti bacterial spray on the changing mat and providing individual towels for the children in the bathroom. Children are developing healthy eating habits as they enjoy ready prepared, home cooked meals and snacks of fruit and raisins. The childminder is very aware of enabling children, for example she is quick to notice that one child isn't able to reach inside the high sided bowl at lunchtime and exchanges it for a plate, to help support and encourage their independence.

Written documentation includes all accident and medication records and a comprehensive list of consents from parents supports children's health and ensures children are cared for according to their parents wishes.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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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