

## Inspection report for early years provision

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<b>Unique reference number</b>	106885
<b>Inspection date</b>	05/02/2009
<b>Inspector</b>	Dawn Biggers
<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 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 was registered in 1999. She lives with her husband and adult child in Ashton, Bristol. The whole of the ground floor and the first floor bathroom are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding seven children in this age group. She also offers care to children aged over five years to 11 years. The childminder walks and drives to local schools to take and collect children. She attends the local toddler group, local parks and a soft play centre.

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

The early years provision is satisfactory overall. The childminder promotes most aspects of children's welfare, learning and development, as she has secure relationships with children and their parents. Systems have begun to be implemented in practice to ensure outcomes for children are improved. Children begin to learn about faiths and beliefs of others and they are all valued and respected as individuals and make satisfactory progress.

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

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

- improve links with other settings providing for children in the EYFS to obtain useful information that can be used to build on children's learning and development
- develop further the use of observation and assessment to impact more effectively on planning to ensure all aspects of learning are given sufficient emphasis and ensure activities and equipment reflect the next steps in children's learning
- ensure parents contribute to children's learning and involve them further as part of the ongoing observation and assessment process.

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

The childminder's home is organised and equipped with various resources, enabling children opportunities to become independent learners and make satisfactory progress towards the early learning goals. Records, policies and procedures are implemented appropriately to promote children's welfare, for example, sickness, behaviour and identification of child protection issues and liaising with appropriate agencies are understood. The childminder has started to reflect on her childminding practice by attending some training and using self-evaluation to begin to identify her strengths. However, details about future

improvements to influence her practices further are not always effectively identified.

Secure partnerships with parents ensure there is a sufficient flow of communication and sharing of information, for instance about their eating patterns and routines. Therefore, each child's individual needs are met, for instance discussion includes their backgrounds and support of dual language. Positive feedback from parents states they are happy with the care and range of activities and experiences provided. However, systems to further involve and share information about children's development do not sufficiently enable them to always contribute to the observation and assessment process. Links have begun to be established with other childcare providers. Although, information sharing about children's development does not sufficiently extend and build upon children's knowledge and learning from other settings or from home.

The childminder demonstrates a satisfactory level of commitment to promoting children's safety and well-being; therefore the environment they are cared and educated in is safe and supportive. Satisfactory risk assessments are in place for the home and for outings in supporting her practice further. Children become safety conscious as they are taught about aspects of safety.

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

Children's progress is satisfactory in all areas of learning and development. The childminder provides a range of activities which cover the six areas of learning. However, children's choice of activities available does not always support their next steps. Therefore, they are not always sufficiently challenged in their learning. The childminder has an awareness of the Early Years Foundation Stage learning, although this is in its infancy. She knows children's individual needs and sufficiently supports them, for instance, they initially all engage in a story and each choose a book for her to read. She uses some observations, alongside the implementation of a learning journal and a daily diary to share their day and routine. However, these are not sufficiently developed or linked to the plans for each child, to support all areas of their development. Currently, the assessment records and planning do not enable the childminder to further support each child's learning.

Children are generally happy and show satisfactory interest in the activities, for instance they all initially engage in an adult-led story. They become responsive to the childminder's questions and develop confidence with the use of language when listening to a story and share when pointing at the picture 'she's looking for flowers'. They show interest in books and use their imagination, for example, they pretend to read the print in the book on their own, making up a short commentary about what they see. They begin to role play using the toy mobile phone and enjoy listening to the sensory sounds, as they press the buttons. Children share some of their experiences and knowledge such as the snow feels 'wet and cold'. They use mathematical language such as 'bigger' whilst breaking a piece of bread into pieces to put in their soup. The childminder supports some of their learning, for instance using their interest in recycling as a topic, as they discuss and identify items that they dispose of and make a list. Children develop an awareness of differences,

asking questions whilst looking at the book about 'all kinds of beliefs' and access some additional resources. They show interest in their identity, and feel valued as they are encouraged to look at themselves in a toy mirror. Children occasionally use numbers spontaneously counting from three to five at lunch time and are introduced to some rhymes which include numbers. They watch the childminder as she sings these. Children move confidently between the play areas and develop their large muscle skills in the garden and whilst visiting the park and soft play. They receive daily exercise and fresh air.

Children behave appropriately, as manners are encouraged and praise recognises their achievements. Children are secure as the childminder is generally consistent and therefore children are sociable, appropriately learn and express their play choices. The childminder has a satisfactory awareness of the importance of safeguarding children. Children begin to learn about aspects of safety. For example, they put the toy Hoover away when reminded and discuss potential hazards, such as the pavement being slippery, due to the cold weather conditions. The childminder also talks to the children when on outings, as they begin to learn about road safety. Children become familiar with satisfactory hygiene routines such as being supported and developing independence whilst using wet wipes after meals. They also see the childminder's role examples of wiping the table and using antibacterial gel. They enjoy an inclusive meal time with their peers sat at a table and discuss nutritious foods provided by parents in promoting their health. Children learn about their own fluid intake, accessing their individual drink containers.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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## **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 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.