

## Inspection report for early years provision

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<b>Unique reference number</b>	EY378368
<b>Inspection date</b>	15/01/2009
<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 2008. She lives with her husband and three children aged five, eight and 10 years in Bishopston, Bristol. Most areas of the property are used for childminding. There is a fully enclosed garden for outside play. The provision is accessible from the ground floor. The childminder walks to local schools to take and collect children and has use of a car. The childminder takes children to the local library and park.

The childminder is registered to care for a maximum of five children under eight at any one time. There are currently two children attending who are within the early years age range. One child attends pre-school during term-time. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder walks or uses a vehicle to local schools to take and collect children. She attends the local library and park and goes on various outings.

The childminder is a member of the National Childminding Association.

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

Children's learning, development and welfare are promoted generally well by the childminder. She assesses her practice in order to ensure good outcomes for children. A good understanding of each child's individual needs ensures that all children are included. Children make good progress and have an enjoyable experience at the setting.

## **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
- promote more opportunities for play and learning that help children embrace differences in religious beliefs and cultural backgrounds.

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

Children play in clean, comfortable, organised premises where they can readily access a good range of toys and equipment which promote their development. They enjoy a balance of well-planned activities and opportunities to explore their environment for themselves. Policies and procedures effectively reflect the childminder's practice.

The childminder has begun to use self-evaluation to identify improvements and to

effectively make changes. Her positive interactions, clear commitment and enjoyment of children's learning support their independence, good progress and inclusion.

Children are safeguarded by the childminder's good knowledge of risk and appropriate steps to protect them. Therefore, assessments are recorded and reflected in practice. Partnerships with parents are strong; the childminder obtains information about each child when they start and promotes flexible arrangements to introduce them to her setting. She works closely with parents to ensure children's individual needs are met well. There is a daily exchange of information about children's progress and sharing of their achievements. However, information sharing about children's development with other childcare providers does not effectively extend and build upon children's knowledge and learning from other settings.

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

Children make good progress in their learning and development as the childminder uses her good understanding of the early learning goals in providing a wide range of interesting activities. Strong, sensitive relationships and the childminder's clear approach to inclusion and to supporting children's learning enable them to make effective progress and show positive attitudes to learning. Children show good interest in the adult and child led activities. They enjoy making marks with good control, for instance with the glue stick they say, 'These are his eye brows', referring to their cat picture. They make decisions and are engrossed whilst exploring the sensory resources, for instance scrunching the tissue paper to make the cat's mouth. They develop good independence and concentration as they problem solve, deciding that the piece of wool needs cutting, 'It's a bit long'. They think about how to remove the brick blocking the path of the train with suggestions from the childminder.

Good support and questioning engages and encourages children to think for themselves and therefore, they use language confidently and become active learners. They express what they want and ask for help 'Can you chop this into little pieces?' They spontaneously recognise shapes whilst choosing a piece of material, 'That's a triangle'. Children engage well in daily activities, which extend their knowledge and awareness of the wider world, for instance a visit to the zoo is included in a creative activity where they discuss the animals and where they live and include rhymes. Children use numbers well, as they participate in games such as counting the stairs. Their good self-esteem and confidence is reinforced by the childminder who clearly and calmly communicates her expectations and consistently praises their achievements and children respond well. They practise newly learned skills, such as beginning to write the first letter of their name, and recognise the sounds within this, proudly sharing their achievements, whilst smiling.

Daily communications with parents, and the childminder's observations, photographs and planning sheets are used to demonstrate how children make good progress against the early learning goals and begin to identify children's next

steps. A range of play opportunities help children to begin to have awareness of different religious and cultural backgrounds, although extension to further enhance children's knowledge and understanding is limited.

Children learn about keeping healthy as they enjoy a well balanced diet which includes good access to drinks. They share comments whilst eating a nutritious fruit snack, 'This is healthy' and 'I will grow big and strong'. Good hygiene practices promote children's health, such as the use of individual towels. Children are aware of some potential hazards as they are taught aspects of this, for instance they hold the banister whilst using the stairs with close supervision and whilst the childminder uses the scissors they say, 'Mind you don't cut your fingers'. Children's well-being is safeguarded through the childminder's good knowledge of appropriate steps to take in the event of any child protection concerns. Good levels of exercise and fresh air support children's physical development, for example, they use their scooter to and from school with supervision, visit the park and develop large muscle skills whilst rolling the hoops indoors and whilst manoeuvring the push along toys.

## 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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## **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 registration.

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.