

Inspection report for early years provision

Unique reference number	EY370326
Inspection date	15/06/2009
Inspector	Barbara Walters
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 adult son in St. George, Bristol. The whole of the property is used for childminding, with the exception of the front bedroom. There is an enclosed rear garden for outside play. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of five 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 two children in this age range who attend on a part time basis. The childminder also cares for children over eight years of age. The childminder walks to local schools to take and collect children. She attends the local toddler group and takes children to the local park. The family have a pet dog.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Suitable information is provided to parents about the setting and systems are in place to gather information about children's individual care needs. Children are making some progress in their learning and development and are interested in the varied range of toys on offer. The childminder has begun to evaluate the service she offers children and has a sufficient understanding of her strengths and areas for improvement. The childminder provides a balanced programme of home based and community activities to promote the needs of pre school children.

What steps need to be taken to improve provision further?

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

- provide resources to help facilitate children's play and exploration, particularly with regard to developing imaginative role play
- develop the use of observation and assessment to impact more effectively on planning and identify children's individual learning and development needs
- further develop risk assessments to include specific outings

The leadership and management of the early years provision

The childminder is building sound relationships with parents and she offers daily updates to ensure they are informed about their child's care. The childminder ensure she meets individual children's needs by keeping up to date with their interests and achievements through discussion with the parents. The childminder has begun to develop a written risk assessment of the premises and completes daily checks of her home each day before children arrive. However, children's safety is not fully promoted as risks to children when on specific outings have not been identified. The childminder demonstrates a suitable knowledge and

understanding of the Local Safeguarding Children Board procedures and knows what action to take if she has concerns about a child in her care, therefore safeguarding children's welfare.

The childminder has begun to develop systems to evaluate her setting by completing a self evaluation form. Priorities for improvement have been recognised, for example, the childminder is intending to develop her planning to link more closely with the early learning goals and to attend child protection training. The childminder has developed her resources since registration to take into account children's interests.

The quality and standards of the early years provision

Children receive a varied range of experiences whilst in the care of the childminder, both in the home and the local toddler group. Children choose their own resources to instigate play as the toys are placed around the living room on the floor for them to reach. However, resources and toys which help children to develop their imaginations and to make sense of their world, such as dollies and pushchairs, are limited. Children are confident in the childminder's care and are able to express their needs. Overall, the childminder has a sufficient understanding of the Early Years Foundation Stage framework to promote some learning. She has begun to undertake observations of children's achievements. However, these are not yet embedded to support children's next steps in learning and enable the planning of challenging activities and play opportunities. The childminder is aware of children's individual interests and supports them in their play, for example, young children enjoy taking ice cubes in and out of containers, exploring the coldness by touch and taste. They are introduced to the pleasure of books, exploring the faces of the children in the pictures and have opportunities to mark make with easy-to-handle brushes.

Children become familiar with regular routines which are suited to their individual needs. They enjoy a cuddle after snack time to help them settle before their nap. Children enjoy regular trips to the park to play outdoors which ensures they benefit from exercise and fresh air. They begin to learn the importance of a good nutritious diet as the childminder uses fresh, seasonal fruit and vegetables. Regular discussions with parents ensure that children continue to enjoy their food which meet their individual needs and preferences. The childminder provides a supportive home where children feel safe and secure. She helps children understand appropriate behaviour and to develop respect for each other by modelling good behaviour, gently distracting children and using lots of praise.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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?	3

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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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