

Inspection report for early years provision

Unique reference number	EY298883
Inspection date	08/04/2009
Inspector	Rachael Williams
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 was registered in 2004. She lives with her husband and daughter in Bishopsworth, Bristol. Minding takes place on the ground floor of the premises and the first floor is used to accommodate sleeping children. There is a fully enclosed rear garden. Children are escorted to and from the local primary school. The childminder attends local toddler groups and children are engaged in many excursions within the local environment.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is able to care for a maximum of five children under eight years old. At present, she has eight children on roll; of which seven are in the early years age range.

The childminder is a member of the National Childminding Association and the Supported Day-care Scheme. She is in her final year of college and is training for a level 3 early years qualification.

Overall effectiveness of the early years provision

The quality of the provision is outstanding. High regard is given to ensuring outcomes for children are excellent. Children are given individual attention and the childminder has excellent knowledge of children's individual needs hence, each child is acknowledged and respected as an individual. Excellent relationships have been established consequently, children are settled confident and happy within the well-organised homely environment. Excellent relationships have been established with parents and outside agencies to ensure continuity in children's care, learning and development. The childminder plans interesting activities which help children make exceptional progress in their learning and development in relation to their starting points. The childminder has an excellent sense of direction and arrangements to evaluate the provision are effective in identifying steps to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance resources to further promote diversity within our society, with particular regard to disability.

The leadership and management of the early years provision

Children are cared for by an experienced, friendly and approachable childminder. The organisation of the childminding service is exemplary. All regulatory documentation is easily accessible and policies and procedures are regularly updated and reviewed which underpins the excellent service provided. The childminder is proactive in accessing relevant training to enhance her own

professional development such as, a level 3 early years qualification. This has contributed to her excellent knowledge and understanding of the Early Years Foundation Stage.

Rigorous systems have been established to monitor the provision for instance, through self-evaluation which plays an integral part in the service provided. The childminder has excellent understanding of areas which would improve outcomes for children such as, evaluating the areas of learning, providing achievement certificates for when children reach certain milestones and involving children in the self-evaluation process through the use of questionnaires. Parents are actively involved for instance, they contribute to children's learning folders and complete annual questionnaires to monitor the provision. Excellent relationships are established with parents and there is a regular exchange of information for instance, through daily sheets and daily communication, which ensures continuity in children's care.

Children thrive in a safe and secure environment. Comprehensive risk assessments have been established of the premises and each type of outing. Children are closely supervised and ratios are maintained at all times. An excellent system has been established to accurately record children's daily attendance. Children become aware of their own safety through the continuous dialogue with the childminder for instance, whilst on the swing children are reminded to keep their eye on the younger children so that they do not walk behind and get knocked over. Children are regularly involved in an emergency evacuation procedure and have had several visits to the fire station to learn about fire safety such as, what you should do if smoke alarms are set off. Children's well-being is a further safeguarded through the childminder's exceptional knowledge of child protection issues, including procedures to follow should such incidents occur.

The quality and standards of the early years provision

The childminder provides a wonderful range of activities that are relevant to the children and incorporates each child's interests and enthusiasms. A checklist is completed to ensure each child has a broad and balanced range of experiences. The childminder respects children's space ensuring that they have room to develop independently for instance, when outside in the garden as the children play co-operatively creating their own games. Children are also given individual attention for example, the childminder promotes activities that incorporates children's learning priorities such as, cooking activities to enhance understanding of weights and measures. The children are very confident communicators. They are constantly engaged in interesting conversations for instance, talking through the process of making flapjacks or discussing past experiences, like a recent visit to Horse World. Children show excellent coordination. For example, they confidently ride bikes, skilfully manoeuvring and negotiating pathways to avoid collisions. The children show very good fine motor skills as they contentedly colour butterflies in order to make finger puppets.

The learning environment is very well organised. An abundant range of high quality toys and resources are readily available in low level units and displays.

Through evaluation of the equipment available the childminder has decided to extend the provision to incorporate positive images of the diversity in our society. Children have an excellent sense of belonging. The environment is warm and welcoming with frequent displays of children's creations and achievements such as, cut out figures representing each child where their height is measured regularly so that children are able to make comparisons. Children's behaviour is exemplary. They are respectful of each other, polite and show care and concern for each other, especially for the younger children. Children's progress is very well documented through effective assessment systems. Observations of children's involvement in activities are linked effectively with stages of development and clearly identify next steps in children's learning.

The childminder has excellent understanding of the welfare requirements and ensures all children are cared for in a hygienic, safe and well-maintained environment. Children are aware of their own needs and access the toilet independently; they wash hands at appropriate times without reminders. Each child has a personal towel which they had decorated themselves. Hygiene is well-maintained at nappy changing and at sleep times. Children are protected should an accident occur as the childminder has appropriate first aid training and routinely records accidents, and existing injuries, promptly sharing these with parents. The childminder is aware of maintaining a record of all administered medication and obtaining appropriate consent before administering.

Children are introduced to a healthy lifestyle. There are many opportunities for children to be outside in the fresh air and to be physically active for instance, in the well-equipped rear garden or when on regular visits within the local environment such as, picnics on the beach at Weston-super-Mare. Children enjoy freshly prepared home-made meals such as, fish pie and broccoli. They all sit together making it a sociable occasion. For example, the children decide to push the two tables together so that all of them can sit together whilst they share a plate full of fresh fruit at snack time. Drinks are readily available and frequently replenished to ensure children remain hydrated. Children can access these independently and know which one is theirs as it is labelled with their photograph.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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