

Inspection report for early years provision

Unique reference number	EY297623
Inspection date	12/05/2009
Inspector	Carol Cox
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 registered in 2004. She lives with her two adult children in Bedminster Down, Bristol. Her home is near to shops, playgroups, the library and a park. The whole of the property, except the two smaller bedrooms on the first floor, is used for childminding. The small area of back garden closest to the house is suitable for outdoor play. The house is approached by several steps.

The childminder is registered to care for a maximum of six children under eight at any one time and is currently minding four children in the early years age group and two older children. The childminder offers care before and after school and during school holidays. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from a local nursery and school and attends toddler groups on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. The childminder offers a warm and welcoming environment where children's individual needs are identified and met. Although the childminder's knowledge and understanding of the Early Years Foundation Stage is limited she ensures children are safe and sound and enjoy opportunities to learn through play. The childminder builds up good relationships with parents and works closely with them to meet their children's needs. The childminder has started to evaluate her provision and has identified areas for improvement, however, some recommendations from the previous inspection remain to be addressed.

What steps need to be taken to improve provision further?

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

- update knowledge and understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately to ensure children's welfare is safeguarded in accordance with the Local Safeguarding Children Board guidance
- implement a system to observe and record children's progress to inform the planning of appropriate play and learning experiences
- maintain an accurate record of children's actual times of attendance
- develop a system of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- ensure the emergency evacuation procedure is appropriate and is practised with children to ensure their safety

The leadership and management of the early years provision

The childminder organises her provision effectively to offer children warm and friendly care. Their individual needs are identified and met through good partnerships with parents. She has not yet managed to establish partnerships with other care settings but is aware of the benefits of doing so. There are generally clear policies and procedures in place to ensure children's welfare and safety, for example, the childminder records information about those adults authorised to collect children. The registration system does not record the actual times of children's attendance. The childminder has made risk assessments of her home, activities and outings. However, although there is an emergency evacuation procedure in place, the childminder has not yet practised this fully with children to determine its viability. The childminder has an understanding of child protection issues but does not have a current knowledge of Local Safeguarding Children Board procedures. The childminder shares written policies with parents.

The childminder provides a range of activities for children to learn and develop through play and opportunities for children to socialise when attending regular toddler groups. The childminder has started to evaluate her provision and has identified some areas for improvement. However, she has not yet addressed all the recommendations from her last inspection. The childminder has attended some recent training, for example, she has renewed her paediatric first aid certificate.

The quality and standards of the early years provision

The childminder builds warm and affectionate relationships with minded children. They are settled and comfortable in her care. Children learn good self care skills and the childminder makes sure she works closely with parents to ensure consistency. For example, a young child proudly explains how she uses the step to reach the wash basin and why she must wash her hands. The childminder is sensitive to children's needs and knows how to comfort them when they become upset. Children enjoy plenty of fresh air and exercise on regular walks and visits in the local area. The childminder notes all specific dietary needs and makes sure children are not exposed to risk by sharing food. Children's health is further promoted by a sensible exclusion policy when children have infectious illnesses.

Although the childminder has little knowledge of the Early Years Foundation Stage she provides a well balanced range of activities to help children learn and develop. She provides opportunities for children to make progress in all areas through everyday activities linked to their interests. For example, when a child asks to make a rainbow the childminder makes sure there are plenty of resources for her to access. Children practise number skills when recognising house numbers on daily walks, they name shapes when putting together puzzles and match pieces of a tea set when role playing. Children learn about their community and the lives of others. Minded children are fully included in the setting and their individual backgrounds are recognised and celebrated. Because the childminder has few records of children's achievements linked to the Early Years Foundation Stage it is

difficult to demonstrate children's progress. Children generally behave very well and benefit from the childminder's clear and simple house rules.

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?	2
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?	2
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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