

Inspection report for early years provision

Unique reference number	136368
Inspection date	29/06/2009
Inspector	Deborah Jane Starr
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).

Description of the childminding

The childminder was registered in 1996. She lives with her husband and two children in Henleaze, Bristol. Children have access to all areas of the house. There is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of six children at any one time. She is registered on the Early Years Register. The childminder is currently caring for six children within the early years age group. All children attend on a part-time basis. The childminder takes children to local parks and library. The childminder only offers care to children within the early years age range who have not yet commenced school.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder offers a welcoming and secure environment where children's individual needs are identified and sufficiently promoted and safeguarded. Children make good progress in their learning and development. Positive partnerships with parents support and recognise children's individuality. However, the two way flow of information is not fully effective to ensure continuity in learning. The childminder demonstrates some commitment to improvement since her last inspection and has begun to reflect on her practice. Processes for monitoring and self-evaluation are not sufficiently focused and therefore have not yet brought about significant improvement in the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the two way flow of information with all parents so that they are involved with and support continuity in their care and learning
- ensure that fire drills are carried out regularly to ensure that children know what to do in the event of an emergency situation
- ensure that children's health is promoted further through the review of good hygiene routines and procedures that minimise cross contamination
- make effective use of systems of self-evaluation to clearly identify strengths and priorities for development that will improve the quality of the provision for all children.

To fully meet the specific requirements of the EYFS, the registered person must:

- display the certificate of registration so that parents are fully informed of the conditions of registration (Documentation) 13/07/2009
- improve the record of risk assessment so that it includes the date of review, any action taken following a review and each type of outing (Documentation) 13/07/2009

The leadership and management of the early years provision

The childminder organises her home effectively to provide children with a variety of interesting activities. High quality resources reflect children's interests and they initiate their own play with adult support. Children make choices from organised, accessible storage containers that are regularly rotated. Children's welfare and safety is appropriately supported by the sufficient consideration the childminder gives overall to policies and procedures that safeguard children. These include the provision of a healthy balanced diet that reflects parental preference and the identification and minimisation of hazards. Written documentation however, does not support most aspects of this process and is a statutory requirement. The childminder's secure understanding of the steps to follow should a parent make a complaint and her sound knowledge and understanding of child protection issues and local reporting procedures ensures children are safeguarded and protected from harm.

Positive relationships with parents ensures that the individuality and welfare needs of each child are recognised and supported overall. Discussion and some written procedures supports communication with parents and ensures they are informed about her practice and the activities that children engage in and enjoy. Required documentation is not displayed; as a result parents are not sufficiently informed about her conditions of registration. This is a breach of a statutory requirement. The sharing of information about children's achievements and progress is not well established between all parents and the childminder. Consequently, this results in a lack of continuity in their learning and development.

The childminder has taken some steps to reflect on her practice and develop her understanding of the regulatory changes since the last inspection. She has addressed the recommendation from her last inspection and has undertaken some training, therefore demonstrating some capacity for future improvement. However, some areas for improvement have not been identified and review of her practice is not sufficiently thorough to bring about a significant impact on the outcomes for children in her care.

The quality and standards of the early years provision

Children are settled and secure with the childminder and make good progress in their learning and development because the childminder knows the children well. She has a good understanding of how children learn and makes effective use of her observations and assessments to identify and plan for children's next steps. She effectively takes account of children's individual interests to support and extend their learning. For instance, children understand how a CD player works, they confidently insert a self selected disc based upon Caribbean calypso music and know that the equipment needs power. They enthusiastically look at the accompanying book, listen to the wide variety of musical instruments, identify their sounds and point to the corresponding pictures. They recall familiar phrases of the songs and move their bodies to the variety of rhythms, whilst pretending to play

the different instruments. Skilful use of open ended questions and use of interesting resources that reflect current technology, supports children to develop their own thoughts and ideas and problem solving skills. As a result, this effectively supports and extends children's learning and development of skills for the future.

Children's understanding of a healthy lifestyle and good hygiene are, in general, sufficiently promoted through daily routines. They gain plenty of fresh air whilst walking to local amenities and play in the garden and local park using a variety of challenging equipment. They enjoy fruit as a snack and are offered drinking water regularly. Full consideration is not given however, to the risk of cross contamination during nappy changing and fully effective hygiene routines for hand washing. Children understand how to keep themselves safe when crossing roads. However, they are not given opportunities to develop an understanding of how to protect themselves in the event of an emergency within the home as they do not practise fire drills. Children's awareness of the wider world and diversity that reflects their own and others cultural heritage is promoted effectively through a range of activities such as meal times and the use of chop sticks. Children develop a sense of how their actions have an impact upon the environment through the recycling of materials they use.

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?	2
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?	3
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

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