

Inspection report for early years provision

Unique reference number	106633
Inspection date	01/05/2009
Inspector	Nigel Lindsay Smith
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 1997. She lives with her husband in St George, Bristol, close to shops, parks, schools and public transport links. The whole of the ground floor and the first floor main bedroom and bathroom are used for childminding. There are no pets.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school, attends a variety of toddler groups on a regular basis and takes children to the library, parks and the zoo.

Overall effectiveness of the early years provision

Overall the quality of care is good. Children make very good progress in the childminder's care as she has a thorough knowledge of the Early Years Foundation Stage and is committed to continually improving her practice. She has a good understanding of how to identify the needs of individual children, and ensures all children are fully included. The childminder provides safe and secure care for the children, with whom she builds good relationships. She works closely with parents and other settings to identify and meet the needs of each child.

What steps need to be taken to improve provision further?

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

- retain a signed acknowledgement from parents/carers after administering medication
- further develop contact with schools providing the EYFS for children looked after in your setting

The leadership and management of the early years provision

The childminder uses her good understanding of the Early Years Foundation Stage to support children very well. She is committed to ongoing professional development and has attended a range of training events to update her practice. She demonstrates a good capacity for assessing her practice and maintaining continual improvement, for example through regularly completing the local authority's quality and assurance scheme. Children are safe in the setting and on outings due to the childminder's very thorough risk assessments, which are reviewed to ensure that they are effective. Children's well-being is promoted through the comprehensive policies and procedures. Records of accidents are

thorough and medication is administered appropriately, with the childminder informing parents, although she does not retain a copy for her own records. Children are effectively safeguarded because the childminder has a good knowledge of child protection issues and her policy and procedure meets the guidance of the Local Safeguarding Children Board. The childminder is committed to including all children in her setting.

The childminder establishes good relationships with parents and provides them with relevant information, for example, through providing a comprehensive folder relating to her setting. The childminder has established links with other day-care settings attended by children minded by her which also provide the Early Years Foundation Stage.

The quality and standards of the early years provision

Children's learning and development is promoted very well through an excellent range of activities provided by the childminder covering all the areas of learning. Children thoroughly enjoy learning through planned activities, such as making a device to measure rainfall in the garden and then keenly checking it to find out the result. Children also have the opportunity to choose their own activities and are well supported by the childminder's skill in helping them to explore and develop their interests. For example, a child recalls playing dominoes with other children the previous day and says they want to play again, enthusiastically going to select them from the comprehensive range of accessible resources in the conservatory. They count out ten dominoes for themselves and the childminder, who realises that the lines are missing on the counters and enables them to draw lines using a ruler, which the child does with great concentration.

Children learn through playing with trains and cars, telling the inspector their colours, how many skip lorries there are, and that 'this is a long train, it's going round the corner, under the bridge'. They investigate nature in the garden with a magnifying glass and insect box, studying snails and ants. Children's physical development is promoted though using the garden, for example, using ride-on vehicles. They develop their small muscle skills through craft activities. The childminder makes observations of the children and uses these effectively in her planning for the next steps in promoting children's learning.

Children learn self-care skills, for example, washing their hands before eating. They enjoy healthy and nutritious food and drinks. Children learn about how to keep safe, for example, by practising road safety when walking. They behave well because the childminder develops very good relationships with them, supporting their play. They learn to understand about valuing difference through using an excellent selection of equipment representing a range of cultures.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

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?	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?	1
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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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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