

Inspection report for early years provision

Unique reference number	EY229924
Inspection date	24/06/2009
Inspector	Rachel Wyatt
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 2002. She lives in a two-storey property with her husband and two children aged 13 and nine, in Whitchurch, Bristol. The whole of the ground and first floor of the property are used for childminding and there is a fully enclosed garden for outside play. There are steps within the premises and the garden.

The childminder is registered on the Early Years Register. She is registered to care for a maximum of six 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 four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from a local school. Children are taken on various local outings and attend several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy being with the childminder. She knows each child well, as a result of her successful partnerships with parents and sound systems for identifying children's needs and assessing their progress. Children feel valued and included because their needs and interests are reflected in all aspects of her provision. Children and families benefit because the childminder keeps up-to-date through training and, apart from some omissions relating to safety, she consistently monitors the effectiveness of her childminding.

What steps need to be taken to improve provision further?

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

- improve children's safety on outings by carrying out a full risk assessment for each type of outing
- improve children's safety by carrying out regular evacuation drills, and recording details of any problems encountered and how these are resolved.

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

- conduct an annual risk assessment that includes aspects of the environment that need to be checked on a regular basis and keep a record of these particular aspects and when, and by whom, they have been checked (also applies to the compulsory and voluntary parts of the Childcare Register; Suitable premises, environment and equipment).

29/07/2009

The leadership and management of the early years provision

Children are settled and contented because the childminder ensures sessions are rewarding, activities are unhurried, and routines are well managed. From the outset the childminder ensures she knows and understands each child's needs and interests, and makes sure these are reflected in activities, resources and routines. As a result children are well cared for and enjoy their learning.

Children are effectively safeguarded. The childminder understands her responsibility to take prompt, appropriate action if she has any concerns about a child's welfare. She has attended safeguarding children training and makes sure parents are aware of her role, for example, by encouraging them to read her child protection policy and local safeguarding children guidance. Parents are reassured about the childminder's suitability because as part of her settling in arrangements she discusses and shares information about her registration, suitability checks, training and experience. Before a child starts the childminder ensures she has all relevant information about them and their family and obtains clear agreements regarding each child's care, learning and development.

Children's health is effectively promoted. They are looked after in a clean, comfortable home. Nourishing snacks and meals are safely stored and invitingly prepared, so children eat well and have ready access to drinks. The risks of cross-infection are minimised and children have prompt appropriate treatment if they need medication, have an accident or become unwell. The childminder maintains clear records and ensures parents are kept well-informed about their children's health. Most aspects of children's safety are fostered well. For example, the childminder carries out regular checks to ensure her home is safe and secure, and takes prompt action to minimise any hazards. She helps children to manage risks so that, for instance, they confidently use a range of physical play equipment and safely negotiate the steps in her garden. The childminder has a clearly defined emergency plan which includes procedures for the evacuation of her home and suitable contingency arrangements for children's care in an emergency. However, their safety is not fully supported because the childminder has not kept required records of safety checks, or of premises' and outings' risk assessments, and regular evacuation drills are not carried out.

Partnership with parents are successful and valued. They have access to good quality information about her childminding, such as, opportunities to read and discuss her helpful portfolio, which includes her policies and procedures. Parents are encouraged to share information about their child's needs, interests and experiences and are given regular feedback about their child's activities, routines and achievements. This includes a daily written record and opportunities to discuss and review their child's progress and learning priorities. The childminder has also considered ways to work in partnership with providers in order to ensure consistency for any children attending more than one setting.

Children's care and learning is supported by the childminder's monitoring and

evaluation of her childminding. For example, children's good progress is supported by her sound assessment procedures, demonstrating improvement since her last inspection. She also keeps up-to-date with good practice and extends her knowledge through training, and encourages and acts on parents' and children's views.

The quality and standards of the early years provision

Children's welfare, learning and development are successfully supported by the childminder. They are looked after in a comfortable home with child-friendly features such as child-size furniture and low level displays of posters, visual prompts and photographs. These help to promote children's awareness of numbers, letters and good hygiene, and foster a sense of belonging, as they enjoy talking about the pictures of themselves displayed by where they eat and play.

Children enjoy learning and make good progress because they take part in a wide range of rewarding activities and experiences which, reflect their interests and promote their development in all areas of learning. For example, they go on a wide range of outings, such as, visiting the city docks or a farm, attending different toddler activities and going to nearby parks. The childminder knows each child's learning needs well as a result of her interactions with them and her regular observations. Her effective assessment procedures ensure she knows children's starting points and regularly identifies their individual learning priorities, which are followed up in appropriate activities. She ensures learning is fun, giving children meaningful opportunities to make choices, reflect their ideas, express themselves creatively, and to explore a wide range of materials. The childminder enhances children's learning through her involvement. She chats to them easily, helping them to concentrate, and fostering their understanding through her effective questions and explanations.

Children are well-prepared for the next phase in their lives. They are sociable, make friends and play collaboratively or alone. Children's independence is fostered well, for example, in eating and seeing to their personal care. They become articulate, confident speakers. They are interested in letters and sounds, and enjoy books and stories. Children develop a sound awareness of shape, colour and number through practical activities and using good resources. Children behave well, in line with the childminder's behaviour management policy. They are encouraged to share, take turns and to be kind, polite and helpful. Children's home backgrounds are very much valued. Discussions about their experiences and using books and toys reflecting aspects of diversity help children to develop positive attitudes about the wider community.

The childminder effectively encourages children's awareness of a healthy lifestyle. As a result they make healthy choices about what to eat and drink, they wash their hands properly and relish being physically active. Children also know how to behave in ways that are safe for themselves and others. During walks and whilst travelling by car, the childminder discusses road safety with them and sensitively talks about strategies, which help to promote their personal safety.

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?	2
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?	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (also applies to the voluntary part of the Childcare Register; Suitability and safety of premises and equipment).

29/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment).

29/07/2009