

Inspection report for early years provision

Unique reference number	106507
Inspection date	02/07/2009
Inspector	Sally Wride
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 1996. She lives with her children aged 15, 18 and 25 in a house in a residential area in Bishopston, Bristol. There are shops and schools within easy walking distance. All areas of the property are used for childminding, apart from rooms on the second floor. There is a fully enclosed garden available for outside play. Children are also taken on local outings to local carer and toddler groups. The family have indoor fish and stick insects.

The childminder is registered to care for six children at any one time. There are currently seven children attending who are within the early years age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has procedures to support children with learning difficulties and/or disabilities and children who speak English as an additional language. Access to the childminder's home is via a step and ground floor toilet facilities are available. The childminder is qualified to Level 3 and is able to take and collect children from local schools and pre-schools. The childminder acts as a co-ordinator of the local childminder group.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder has a thorough knowledge and understanding of the Early Years Foundation Stage (EYFS) and successfully uses this as part of her everyday practice to ensure that children's individual welfare, learning and development needs are met. The childminder actively and positively promotes inclusive practice through partnership working with children's parents and carers, other providers delivering the EYFS and professionals working within the wider community. The childminder successfully evaluates her provision through reflective practice. She has compiled a very well-considered self-evaluation, skilfully identifying areas for future development in order to continuously improve outcomes for children.

What steps need to be taken to improve provision further?

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

- reappraise and develop the way information gained from parents and carers about children's starting points is used to inform planning for their future learning.

The leadership and management of the early years provision

The childminder's success in implementing the EYFS results from her excellent leadership and management. She is very well organised and takes every opportunity she can to extend her knowledge and skills through access to training. The childminder has implemented robust systems to monitor and evaluate her childminding provision. She has carefully considered how she can further develop her excellent practice and has clear plans in place for the future. This ensures that the childminder continuously improves, resulting in a service that is responsive to the needs of the children in her care.

All of the required documentation which contributes to children's health, safety and well-being is in place, carefully stored, well organised and effectively maintained. They are regularly reviewed and are only accessed by the childminder, ensuring that confidentiality is maintained. The childminder has recently developed written policies and procedures which accurately reflect the service that she provides and her responsibilities, for example, with regard to her role in safeguarding children. These are openly shared with children's parents and carers to ensure that they are well informed of how the care of their children is organised.

Children's care and learning environment is safe, secure and detailed risk assessments are conducted and reviewed twice yearly. Ongoing visual risk assessment checks ensure that all perceived hazards are known and proactively addressed. The childminder has a thorough knowledge and understanding of Local Safeguarding Children Board (LSCB) referral procedures and of the action that she should take in the event of a concern about a child in her care. This safeguards children exceedingly well. The childminder has a clear understanding of the importance of securing additional advice and support if required to support children with learning difficulties and/or disabilities and English as an additional language. She accesses this guidance at a nearby family centre where she links with other professionals such as music teachers, sign language therapists and special educational needs co-ordinators.

Strong partnerships with parents and carers contribute significantly to children's well-being. They work together to ensure that children's unique needs are well known and consistently met. Verbal information is gained from parents and carers about their children's personalities, preferences and starting points. However, whilst the childminder knows children really well, the way information is gained and used could be further developed to support children with greater effect during their first weeks in her care. The childminder has proactively developed relationships with other providers delivering the EYFS and has implemented robust systems to share information where children receive education and care in more than one setting. This ensures continuity and coherence by sharing relevant information with each other and with parents. The childminder also works in partnership with other local childminder's through her role as co-ordinator with the local childminding network. They meet and exchange good practice ideas each month and also on a weekly basis as they join together to provide children with the opportunity to socialise with wider groups.

The quality and standards of the early years provision

Children are animated, happy and well settled with the childminder and relish their time with her and their peers. Their learning and development is significantly enhanced by the excellent range of toys and resources which are easily accessible to all children. They access these with high levels of independence, confidently making decisions about what they would like to play with and how they would like to spend their time. Areas of the home used for childminding are exceptionally well planned to offer children freedom to move and express themselves. They have ample space to freely explore the environment under the supervision of the vigilant childminder. All children have their own observation, assessment and planning files which are openly shared with parents and carers. These are a real pleasure to view and include written observations, assessment charts and photographs of children learning through their play. Children's individual needs are carefully considered and planned for and the childminder uses her thorough knowledge of individual children and their developmental stages to inform planning. This ensures that all children move forward in their learning towards the early learning goals in all six areas. As a result, all children are very well supported to achieve their full potential.

Children confidently talk with their peers and the childminder about their home lives, their parents and siblings. The childminder initiates conversations with children, for example, talking to children about having a baby brother or sister, to support children as their family lives change. The childminder knows the children extremely well and works in partnership with children's parents and carers to ensure that children are emotionally secure, with their unique needs well met. As a result, children are well settled in the inclusive environment and have great confidence in the childminder and in their care and learning environment. The childminder promotes a consistent, positive approach with regard to behaviour management. Children behave extremely well and are respectful of the childminder's belongings. For example, as they explore musical instruments and artefacts originating from other parts of the world. They develop a positive appreciation of the wider world as they take part in planned fun activities relating to festivals and events from their own and other cultures. Their problem solving skills are developed through fun activities such as counting during everyday games. They sing number rhymes and songs which introduce them to simple subtractions and work out how many more or less small world figures they need to fill the toy bus. They independently initiate their own learning as they engage in role play with dolls, explore the sounds that they can make with instruments and paint pictures when playing outdoors. They make marks on drawing boards and enjoy listening to stories.

The childminder encourages children to make healthy choices about what they eat and drink, providing foods that offer variety and choice. They explore growth as they plant vegetable seeds, watering them and observing the changes that occur before their vegetables are ready to wash and eat. Children remain well hydrated as drinks are readily available and the childminder ensures that their dietary needs are well met. Stringent hygiene routines ensure that children remain healthy and

they are regularly reminded to wash their hands after using the toilet and before eating. Children's individual care needs are extremely well met with regard to sleeping and toileting. Children are developing a firm understanding of the benefits of fresh air and physical activity as they access the safe, secure garden on a daily basis. They also have many opportunities to take part in physical activity indoors as they rock on rockers and bounce on the trampoline. Children develop an understanding of safety as they take part in regular fire evacuation practices and observe the green cross code when out for a walk.

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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