

## Inspection report for early years provision

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<b>Unique reference number</b>	EY293549
<b>Inspection date</b>	23/11/2009
<b>Inspector</b>	Barbara Walters
<b>Type of setting</b>	Childminder

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder registered in 2004. She lives with her husband and two children in the Knowle area of Bristol. The whole of the house, with the exception of the master bedroom, is used for childminding and there is a fully enclosed garden suitable for outdoor play. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. The childminder does not work on Thursdays and Fridays.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group who attend on a part-time basis. The childminder also cares for children over eight years of age. The childminder walks or uses a vehicle to the local school to take and collect children. She takes children to the toddler group, local library, park and soft-play. The childminder is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children enjoy the warm and friendly care offered by the childminder and their learning and welfare needs are generally met. The childminder ensures that children are safe and secure and they benefit from an interesting range of activities which they enjoy. The childminder establishes sound working relationships with parents and informal discussion takes place daily about the children's continuing care and education. The childminder demonstrates some capacity for improvement although a system to evaluate the quality of the provision is not in place.

## **What steps need to be taken to improve provision further?**

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

- develop further the use of observation and assessment so that it identifies children's learning priorities and use these when planning for future learning
- continue to make use of self-evaluation to help identify strengths and areas for improvement
- ensure children's individual needs are met, with particular regard to sleeping routines

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded as all adults in the household have been checked. The childminder has a satisfactory approach to ensuring children are safe at all times. She knows the appropriate procedures for recording and monitoring children's

accidents and injuries and sharing information with their parents. The childminder has a sufficient understanding of child protection issues to enable her to take appropriate action to protect children from harm. She would refer to the local safeguarding children's board's procedures should she have any concerns about a child in her care. The childminder has made some steps in maintaining continuous improvements. For example, she has completed the recommendations from the last inspection and attended Early Years Foundation Stage training. The childminder has begun to use self-evaluation and has identified the need for further training and to develop information sharing with parents. However, she has yet to fully evaluate practice to help identify strengths and areas of improvements which have a positive impact on children. The childminder has organised her home to provide a stimulating environment, where children can explore independently and play comfortably. Children are able to self-select from a wide range of toys that meet their learning requirements. However, children's individual needs are not necessarily met with regards to their sleeping arrangements.

The childminder is pro-active in working in partnership with other settings and shares written information on children's care and education. She has developed her own policies and procedures which are shared with parents during the initial meeting. The childminder gathers suitable information about children to help them to settle in her care. On-going discussion and opportunities to share children's developmental record, ensure parents are sufficiently kept informed of their child's progress. Inclusive practice is generally promoted as the childminder encourages children's positive self-esteem and all the children join in the available activities and spend as little or as long as they like on their chosen activity. Children begin to develop an understanding of different cultures by taking part in craft activities and tasting different foods.

## **The quality and standards of the early years provision and outcomes for children**

Children spend their time purposely in play. The childminder offers support and encouragement when needed to enable them to try out new experiences. For example, children's independence is promoted as they help the childminder prepare the activity. They investigate using their senses when they mix the gel in a tray with plastic spiders and shells and explore what it feels and smells like. Clear explanations from the childminder help children to take responsibility for their own care by wearing aprons during messy play. Children are confident when they play with the electronic toys, pressing the right buttons to create their selected sounds. The childminder communicates frequently and positively with younger children so they are developing verbal and non-verbal communication skills. The childminder uses some everyday activities to help children make some progress. For example, children begin to count as they walk up the steps.

The childminder introduces different themes into her planning and provides children with activities suited to their interests. For example, the children explore trees and leaves in the autumn topic. Regular individual observations are in place for each child attending, which include both photographic and documented evidence. However, planning is not consistent in supporting and challenging

children in the next steps of their individual learning. Children's displayed work gives them a sense of belonging and promotes their self-esteem.

The childminder maintains a safe environment for the children by regularly reviewing the risk assessment of the home and garden. Consistent routines help children stay safe when riding in the car. The risk of the spread of infection is reduced as the childminder uses wet wipes to clean hands and faces before and after food. The meals which the childminder provides meet children's individual preferences and dietary requirements. A varied menu allows the children the opportunity to try new foods. Children begin to understand the importance of keeping surfaces clean by wiping their table after meal times. The childminder uses good age-appropriate and positive behaviour strategies to manage difficulties that may arise. She gives the children praise and encouragement when they have done something well and encourages children to consider each other in their play and take turns. Minor difficulties are well managed and children develop a sense of responsibility by sharing feelings and saying sorry when necessary.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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