

## Inspection report for early years provision

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<b>Unique reference number</b>	106499
<b>Inspection date</b>	07/09/2009
<b>Inspector</b>	Hilary Elizabeth Tierney
<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.

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## **Description of the childminding**

The childminder was registered in 1999. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and one child aged 10 years in the residential area of Henleaze in Bristol. The whole of ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The family have a dog as a pet.

The childminder 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 five children in this age group. She also offers care to children aged over five years to 11 years. The childminder walks to local schools to take and collect children. She attends the local playgroup, toddler group, takes children to the local library, the park and shops. The childminder has partnership arrangements with other early years settings, including the local pre-school.

The childminder has completed a N.N.E.B (Nursery Nursing Examination Board) qualification. She is a member of the National Childminding Association and of a local childminder support group.

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

Overall the quality of the provision is good.

Children are progressing well in all areas of learning and development. They are confident, happy and are recognised as unique and their individual needs are met well. The childminder is calm, caring and interacts well with the children. Written policies and procedures are shared with parents and contribute to the smooth running of the nursery. A good partnership with parents and other early years settings has developed with the exchange of regular information. The childminder has completed self-evaluation and has demonstrated a commitment to improve and identified areas for improvement.

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

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

- ensure when regular evacuation drills are carried out details of them are recorded and any problems encountered including how they were resolved
- continue to develop the links between sensitive observational assessments and planning, to include children's interests and make greater use of the garden area, to offer children freedom to explore, use their senses and be physically active

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

Children are safeguarded well. The childminder has put in place clear risk assessments that cover all aspects of the environment both inside and outside the premises. She has clear procedures when away from the premises on outings. The childminder has put in place necessary precautions to reduce risks with gates to prevent areas being accessed by children unsupervised, doors are locked when children are present and keys remain nearby but out of reach from children. The childminder has practised regular fire drills with children and has kept a basic record of when these were done, however she has not recorded any problems encountered and how these were resolved. The childminder is confident in her understanding of the procedure to follow in the event of having any concerns about children in her care.

A good partnership with parents has developed. All written policies and procedures are shared with them. They receive verbal information at the end of the day when they collect their children and the childminder also completes daily diaries. A notice board contains information about the childminder's details and the parents' poster. All necessary written parental permissions are in place. Parents' letters about the childminder and her practice are very positive with comments such as structured activities provided, building the children's self-confidence, a gentle, caring childminder with excellent high levels of care provided. The childminder has developed good links with other early years settings and professionals that children have contact with.

The childminder has started the self-evaluation process; this demonstrates a commitment to improvement. She has been able to identify several areas for improvement which include increasing her knowledge and understanding around diversity and increasing her resources. The childminder has made a good start on observations of children, she has been able to identify children's starting points and is starting to identify their next steps, however, she has not fully linked these to the general planning of activities. Consequently, the childminder is not using activities during the day to focus on children's next steps.

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

The childminder has created a homely, caring environment where children may play safely and happily. The children are given choices of activities they want to do and have good access to a range of balanced resources. The childminder is good at dividing her time between the children and offering reassurance to any that are feeling unsure. The childminder speaks to children in a calm, caring manner and is consistent in her approach. The children are well behaved and respond to the childminder well.

Children are progressing well in all areas of learning and development. They are able to develop their imagination through role play and were observed having a

lovely time dressing up and interacting with the childminder well. Children are able to develop their physical development through carefully planned outings in the local area. The children do have access to the garden, but this is restricted at times to certain times of the day. Consequently, children do not benefit from free flow between inside and outside, so they are not able to explore and develop their senses. For example, during their play inside the childminder spotted a dragonfly in the garden, she pointed it out to the children through the closed patio doors, the children could see it, but did not go outside to see it. Children enjoy looking at books alone and together, and were observed having a lovely story read to them by the childminder. She ensured she had room for both children on her knee and read the story, stopping to look carefully at the pictures with the children. Children interact well together and with the childminder. They talk constantly about what they are doing, have done, their families and holidays. Children were observed having a lovely time drawing ducks on the water with the childminder. She encouraged them to draw for themselves and offered lots of praise as they showed her their completed pictures. This activity followed on from a recent outing to feed the ducks.

Children are beginning to learn about healthy hygiene practises and are encouraged to wash their hands before meals and after using the toilet. They have separate hand towels which helps to prevent the spread of infection. The childminder has a clear policy for if a child becomes ill in her care and all parents' numbers are easily accessible. The childminder has clear procedures to follow in the event of an serious accident. Accidents are recorded clearly and shared with parents and any medication given to children is recorded and prior parental permission is obtained before any medication is administered to children. Children enjoy healthy snacks and meals provided by the childminder and have easy access to drinks. Children were observed enjoying snacks of bananas, strawberries and grapes. They sit well with the childminder as they eat. The childminder meets their dietary needs well.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

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