

## Inspection report for early years provision

---

<b>Unique reference number</b>	106728
<b>Inspection date</b>	25/11/2009
<b>Inspector</b>	Timothy Butcher
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 was registered in 1989. She lives with her husband and adult son in the Hanham area of Bristol. The whole of the house is used for childminding and there is an enclosed garden for outdoor play. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of six children under eight years at any one time, of these, no more than three may be in the early years age range and no more than one may be under one year. The childminder is currently looking after three children all within the early years age group and all on a part-time basis. The childminder also cares for children over eight years of age. The childminder walks or uses a car to take and collect children. The home is within walking distance of the local shops and the childminder takes the children to toddler groups.

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

Overall the quality of the provision is satisfactory.

Children enjoy their time with the childminder and have their individual needs satisfactorily met. They have a suitably safe and welcoming environment in which to play. The childminder makes regular use of visits out to groups to provide a rounded experience for children. The provider has begun to evaluate some aspects of the provision and this leads to gradual and continuous improvement.

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

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

- continue to develop assessment systems further in order to: match the observations of each child to the expectations of the learning goals; identify their next steps in learning; and plan appropriate play activities and learning experiences for each child
- develop systems of self-evaluation further to identify the setting's strengths and priorities for future development that will improve the quality of provision for all children
- develop the risk assessment, for example, for outings to include more detail of the possible hazards unique to the location.

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

The childminder has a sound knowledge of child safeguarding issues and knows how to suitably protect children should she have a concern. The childminder carries out an adequate risk assessment of the home and of planned trips out with

children. For example, a metal guard prevents children from straying into the kitchen unsupervised and smoke detection equipment is in place. The risk assessment for the range of the outings undertaken is not developed enough to fully secure children's safety. All adults living at the premises have been suitably vetted.

The childminder establishes effective partnerships with parents and carers. The care arrangements are fully discussed and agreed. The childminder shares her policies and procedures verbally with parents so that they are suitably informed of the setting's practices. There is a good exchange of day-to-day information as time is set aside for discussion. This strongly contributes to the continuity of care for children and helps the childminder to meet the needs of children. The childminder is welcoming and friendly and parents report positively on this and on the care provided. Sufficient documentation is in place to support the safe and smooth running of the setting. The childminder keeps parents verbally informed about their child's progress. This feedback is informal although as yet it is not comprehensive. The childminder is aware of the need to develop partnerships with other settings who also provide care to the children that she minds, when this is becomes appropriate.

The childminder has suitably addressed the recommendations made at the last inspection. She has an informal process of evaluation and this has led to gradual improvement in her practice. She has introduced her own documentation to record children's learning under the Early Years Foundation Stage and has identified this as an area for further improvement. Currently the system of evaluation is not thorough enough to lead to clear action planning.

The learning environment is made suitably attractive to children. Some resources are low-level and stored in transparent boxes for easy identification or in baskets on shelving for children to access. This suitably encourages children to become independent learners. The available space is used effectively. Children have adequate floor space to play and are comfortable when seated, such as, when engaged in a drawing activity at the child sized table. There is an adequate number of resources to meet children's general developmental needs, some of which reflect diversity, such as the book resources. The childminder adequately promotes equality and diversity as levels of engagement with parents are well established and this results in a sound knowledge of each child's background.

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

Children make satisfactory progress in their general learning and development because the childminder has a good understanding of child development and provides a suitable range of play opportunities overall. The childminder has a developing knowledge of the Early Years Foundation Stage and makes some useful observations of children's learning through photographic documentation and through some written records. She does not always use this information effectively to systematically identify their next steps in development and to inform her planning of future activities. As a result some activities are not planned to take

children to their next steps in development or provide enough challenge. Children benefit from the warm and supportive relationship with the childminder who provides them with plenty of cuddles and positive attention. Babies settle easily and are helped to feel secure through close contact. The childminder keeps up a dialogue with children to develop their communication skills and to prompt them to explore further. They respond well to the frequent encouragement and praise. They name colours and count in a variety of situations throughout the day. They have regular opportunities to develop their physical skills, such as through regular visits to the park and to play groups. They mix and are social with others of their age; and benefit from the access to a wider range of resources. They become aware of the community and the wider world. Within the home, children are happy and content. Babies sit comfortably on a blanket on the floor, in the cleft of the settee and are encouraged to reach, wriggle and stretch for toy items placed close by for them to explore. Older children enthusiastically choose to build a train track and work cooperatively, together, and with the childminder, to get it started. They begin to develop suitable problem solving skills as they learn to put the track together and develop their muscle and body control as they move around the room to negotiate space and each other. Children have sufficient opportunities to be creative through the activities at the various groups and through activities with the childminder. They suitably develop their mark making skills with crayons. They proudly show the 'incey, wincey spider' they have drawn and wish to take it home.

The childminder teaches children about keeping themselves and each other safe. For example, when they wave the magic wand around, they are reminded to be aware of others around them. Children's health and well-being is strongly promoted through sensible hygiene procedures. Their dietary needs are closely met. Children are supported very well to learn self-care skills and to become independent. The childminder treats them as individuals and respects the choices that they make. They exercise choice throughout the day, such as during free flow activities. They jump up and down with delight as they help clear the toys away. They begin to gain some understanding of diversity and the wider world through activities and the experiences they participate in. Children suitably secure the general skills they require in order to progress their learning.

## 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

The quality of the provision in the Early Years Foundation Stage	3
--	---

### 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	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

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