

Inspection report for early years provision

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Inspection date	20/11/2009
Inspector	Barbara Walters
Type of setting	Childminder

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

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 was registered in 1991. She lives in the St George area of Bristol. The whole house except the main bedroom 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 on the compulsory and voluntary parts of the Childcare Register.

The childminder is registered 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 who attend on a part-time basis. The childminder also cares for children over eight years of age. The childminder attends toddler groups, and takes children to the local parks and on outings. 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's individuality is suitably recognised by the childminder, who has a sound knowledge of their needs. She has a general understanding of the Early Years Foundation Stage (EYFS) and plans daily opportunities that help children make sufficient progress in their learning. Links with other providers have not been established to promote children's continuity of care and learning. The system for evaluation is not in place to drive continuous improvement in all areas and children's safety and welfare is not fully promoted. Children benefit from the relationships the childminder builds with parents who are made to feel welcome.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and welfare) 20/12/2009

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

- develop the use of observation and assessment to impact more effectively on planning and identify children's individual learning and development needs
- promote children's continuity of care and learning by developing links with other providers who deliver the Early Years Foundation Stage framework
- develop further risk assessments when children are taken on outings to include specific areas of the provision
- develop further systems for self-evaluation to identify the priorities for development that will improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

Children are generally safeguarded as the childminder ensures they are supervised at all times when out of the house and are not left with any adults who have not been checked. The childminder sufficiently understands her role in safeguarding children and is aware the appropriate procedure to put into practice. She would refer to the local authority child protection procedures should she have any concerns about a child in her care. Records generally support children's welfare. For example, the accident book records children's minor accidents and is shared with parents. Written permission is not always obtained from parents before any medication is given. This is a breach in regulations. Risk assessments of the home and on-going visual checks support the childminder to put in place appropriate safety precautions. However, children's safety is not fully supported as risk assessments of when children are on outings do not take into consideration specific areas of the visited provision.

Children benefit from the childminder's understanding of the importance of working in partnership with their parents. The childminder uses a computer presentation to share her policies and procedures with them when children are initially placed. A daily diary, which includes photos of children at play, is shared with parents so they are informed about their children's day and the activities they have completed. Feedback is sought from parents in a questionnaire to evaluate the provision and consider ways in which children's needs are met. To date, the childminder has not developed links with other provisions that children attend, such as the local pre-school. Therefore, she cannot be sure she is complementing what children learn whilst there. The childminder is in the early stages of self-evaluating her practice and has begun to identify some areas for further improvement. For example, she shares practice with other childminders and is intending to take the NVQ training. However, she does not have a clear system in place to monitor and evaluate the setting, which limits the capacity for the childminder to improve. The childminder's home and resources are generally well organised for children to explore and enable them to self-select their toys which are rotated routinely to add variety. The childminder sees all children as individuals and they are offered the same opportunities. She helps children to develop a positive attitude towards people's differences by providing resources that reflect diversity. For example, the days of the week are written on cards in English and Spanish.

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

Children are content and enjoy their time in the childminder's care. A range of suitable play opportunities and experiences help them to learn and ensure they are having fun. The childminder is developing her understanding of the EYFS and has made some observations of children's learning and achievements through the use of photographs and narratives. The childminder monitors children's progress to

ensure that they are enjoying a range of activities that cover the early learning goals. However, observations and assessments are not used effectively to inform future planning and to identify the next steps in children's individual learning and education.

Children's independence is developed and nurtured as they make decisions about what they would like to play with. The childminder spends time with the children and joins in their play. Consequently they are occupied and enjoy using the various age-appropriate play equipment and resources to develop their skills. Children enjoy the sticking activity, and help the childminder to pour the glue into the pot, helping to develop their independence. The childminder uses the opportunity to develop children's recognition of the different colour glitters and to create patterns. Children show curiosity as they mix water with the glue to explore the effects. They begin to develop an understanding of when things float as they put plastic rings in the water.

Children health is promoted as they have regular opportunities for fresh air and exercise during the daily walk to school and trips to the park, which forms part of the daily routine. The childminder ensures that they have regular balanced meals with healthy options and minimal salt. A cutting and sticking activity help children to develop some understanding of healthy choices. Appropriate steps are taken to ensure children's safety. For example, unsafe areas are restricted and appropriate use is made of safety equipment to allow children the freedom to move around the home. Ongoing explanations from the childminder about safety issues help children begin to learn to keep themselves safe when out of the house. For example, by following road crossing routines and keeping close together. The childminder provides a relaxed environment where children's self-esteem is promoted as a result of the praise and encouragement they receive. Consequently, children are happy and play well together.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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	3
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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