

Inspection report for early years provision

Unique reference number	106889
Inspection date	14/12/2009
Inspector	Susan June Stone
Type of setting	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 has been registered since 1984. She lives in Bedminster, Bristol with three of her children of whom two are adults and one is aged sixteen years. The childminder also has legal guardianship of a child aged four years. The whole of the ground floor is used for childminding. The property is within walking distance of shops, parks and local amenities.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. Occasionally the childminder works with an assistant, when additional children may be cared for. At present she is caring for three children part time, all of whom are in the early years age range.

The childminder takes children to local toddler groups and sometimes uses a vehicle for transport on outings. The childminder is a member of the National Childminding Association.

Household pets include one dog, two cats, four rabbits, and some tropical fish.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, family home where they are valued as individuals and they enjoy their time with the childminder. The partnerships with parents, and other associated professionals, contribute well towards offering an inclusive setting, ensuring consistency of care and learning. The childminder is developing her knowledge of the Early Years Foundation Stage (EYFS) learning and development requirements, and has started an observation and assessment system to help support the children's progress. She demonstrates a positive commitment to providing good quality childcare and has begun to implement systems to evaluate her practice.

What steps need to be taken to improve provision further?

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

- continue to develop the systems for monitoring children's progress and achievements, match the observations of children to the expectations of the learning goals and use information gained to help plan activities to further support individual learning and development
- continue to develop systems for self-evaluation in order to help to promote continuous improvement to the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder is confident in supporting children to ensure their needs and requirements are fully met. She is flexible in her approach and ensures an inclusive setting. The childminder has a clear understanding of her responsibilities to safeguard children's welfare. She has a good awareness of child protection issues, and she is aware of the support systems available to her, and the procedures to follow with any concerns. Risk assessments are completed around the property as well as for regular outings. She is constantly vigilant regarding hazards and assesses the areas, activities and resources used to ensure they are safe. Children are supervised well whilst being given the opportunity to freely play, explore and investigate. The home is organised well so that children have space to move around, selecting from suitable toys and equipment independently. The childminder ensures that the resources available for children are plentiful enough to allow for children's free choices and provides some positive images of diversity which helps to promote positive attitudes to today's diverse society.

The childminder offers an inclusive setting for children and their families, and is respectful of their wishes and needs to provide continuity of care for the children. She gathers detailed information about the children's individual needs and backgrounds to ensure their welfare needs are effectively met and they are cared for in an inclusive environment. The childminder gets to know the children well; she works closely with parents and other associated professionals to meet children's individual needs and requirements. She has established links herself with other professional such as social workers and health visitors to help monitor children's welfare and well-being. She dedicates her time to the children, providing support and supervision to help them feel welcome and secure. As a result, the children play freely and independently within a clean and safe environment where they are supported well at all times.

The childminder successfully addressed the areas for improvement from her last inspection and is beginning to informally reflect on the service she provides. She is beginning to use self-evaluation to help her strive for continued improvement and highlight areas for development. However, the evaluation systems used are not yet fully developed to identify and monitor all areas to help build on already good practice and prioritise areas for development.

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

Children's emotional well-being is well supported, as the childminder dedicates her time to supporting and interacting with them. The children are well behaved as the childminder is a positive role model in her calm and gentle manner. There is a supportive balance of child-initiated and adult-led activities which the children enjoy, and children participate in a range of experiences, which help them learn through play over a period of time. The childminder is aware of children's individual learning and has introduced learning journals for the children to help

document their progress through the EYFS. These are still in their infancy though and as yet do not clearly link to the expectations within the framework. Also they are not yet used to help identify suitable learning priorities for the children to help in planning activities, to encourage and support them to take the next steps in their learning and development within the expectations set out in the framework.

The childminder is suitably involved with the children as they play; she manages activities well to ensure all children can participate at their own level. She divides her time between the children, ensuring they all enjoy what they are doing. The childminder interacts positively with the children, joining in their play, talking to them and asks questions which helps to develop their language and communication skills. She sits on the floor with the children, so she is at eye level, talking with them about what they are doing. Children are confident to play with the dolls by themselves, and ask the childminder to help them dress their baby. They use the iron and ironing board to smooth the clothes, pressing the buttons to make the noise of the steam. The children strap their 'babies' into their high chairs and feed them their food. It is evident that close and caring relationships are developing as the children are relaxed and settled in the childminder's care, which contributes to them making good progress in their development. The children develop their balance and coordination as they use the see-saw together; they hold their babies so they can have a ride also. The childminder rocks the see-saw slowly and ensures the children hold on tight so they don't fall and hurt themselves. The children then rock their babies by themselves and they all laugh together as the dollies fall off. The children develop an understanding of their local community and the wider world, as their days with the childminder may include a variety of outings outside the home such as to the local toddler group, where they meet other people and use alternative equipment. They also have access to a range of resources that reflect differing aspects of diversity, which help them to recognise, value and respect similarities and differences between themselves and others.

Children are developing a generally positive attitude to healthy lifestyles. They benefit from being taken out in fresh air on a regular basis as they make use of the local play park. They are protected in an emergency as the childminder has completed an appropriate first aid course and accidents are dealt with promptly, recorded and shared with parents. They develop an understanding of eating a healthy balanced diet as the childminder provides meals for the children which are mostly made from fresh ingredients. Children learn about keeping themselves safe through everyday routines, such as keeping the toys from spreading across the floor and not climbing on the furniture. Behaviour is managed in a clear and consistent manner enabling children to learn boundaries and be clear of expectations as the childminder sets a good example to the children with her calm and consistent manner.

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?	2
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?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

Outcomes for children in the Early Years Foundation Stage	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	2
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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