

Inspection report for early years provision

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Inspection date	03/12/2009
Inspector	Beverly Anne Brimble
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 was registered in 1991. She lives with her husband and one adult child, in a three bedroom house in the North Common area of Bristol. The ground floor is mainly used for childminding which includes a lounge, dining room, conservatory and kitchen. Toilet and sleeping facilities are provided on the first floor. There is a safely enclosed rear garden for outside play. The family have two cats, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time, of whom three may be in the early years age group. There are currently six children on roll in the early years age group. 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 good.

The childminder provides a warm, welcoming and child friendly environment. She knows the children well, which enables her to effectively meet their welfare and learning needs. Children are confident and establish trusting relationships with the childminder and as a result make good progress in their learning and development. The childminder promotes children's welfare with success, ensuring they are safe and secure. Partnerships with parents are strong, but the childminder has yet to make links with other early years settings that children attend. She demonstrates a good capacity for improvement, supported by her effective self-evaluation processes and ongoing commitment to training.

What steps need to be taken to improve provision further?

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

- develop systems to liaise with other providers delivering the Early Years Foundation Stage for children to ensure progression and continuity of learning and care
- extend the safeguarding policy to include what would happen if allegations are made against the childminder or a member of the household.

The effectiveness of leadership and management of the early years provision

The childminder safeguards the children in her care very well. She has a good knowledge and understanding of the indicators of abuse and neglect, and has attended training to ensure that she is aware of the procedure to follow if she has any concerns about any child she cares for. The childminder has a written safeguarding policy which she shares with parents, although this does not include

the procedure if an allegation was made against herself. All adults living in the childminder's home have been checked to ensure they are suitable to be in contact with young children. Overall, records and documentation required for safe and efficient management of the Early Years Foundation Stage (EYFS) provision are maintained efficiently. Effective risk assessments are conducted and detailed records kept, to ensure that children are safe throughout the day when in the childminder's home or on outings. Indoor and outdoor play spaces are well organised so children have easy access to a good range of age-appropriate play equipment. As a result, children are able to make independent choices about their play and learning. The childminder actively promotes equality of opportunity and provides activities and resources that reflect diversity. Photographs of the children and displays of their artwork, give the children a good sense of belonging and being valued.

The childminder works closely with parents and makes sure she has a good understanding of children's backgrounds and individual needs. This ensures she can provide an inclusive setting where the care given is appropriate and consistent. The childminder understands the importance of working with parents and she regularly shares their children's progress records with them so that they can share in their children's learning. Parents also receive daily verbal feedback from the childminder about their child's day and colourful photographs provide a visual representation of children's learning experiences. A clear set of policies and procedures have been developed to help the childminder support the care of the children and inform parents about her setting. Parents provide complimentary letters for the childminder and express their overwhelming satisfaction with the quality of service that is provided. Systems to share information with other providers who also contribute to the care of children have not yet been established to fully ensure continuity of care and learning.

The childminder is committed to attending training to further develop her practices and the outcomes for children, for example, she is soon to attend a communication, language and literacy training course. She monitors her practice and the provision through self-evaluation and this is used effectively to identify strengths and areas for improvement. The recommendation raised at the last inspection has been successfully addressed, further improving children's health and well-being.

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

Children thoroughly enjoy the time they spend with the childminder, who provides a stimulating and caring environment. Younger children are excited and enthusiastic as they make choices about their activities and babies confidently crawl around to find favourite toys. Children are content and display good levels of self-esteem. They have formed positive and secure relationships with the childminder and respond well to the supportive interaction she provides, ensuring that they receive lots of enjoyment out of the activities. Children are happy to explore the environment finding out what they can do with toys. The childminder chats to the children as they play and introduces new words and phrases to help

extend their learning and develop their language skills. For example, babies explore the different textures of material that dressing up clothes are made from and the childminder describes the textures as soft and fluffy. Children enjoy sitting with the childminder and sharing their favourite books together. They are encouraged to describe the stories and pictures, as one child comments "Thomas he sad, wheel come off". The childminder develops children's understanding of counting during everyday activities, such as, counting the number of cups being stacked to make a tower. Children behave well, because they are constructively occupied and the childminder quickly diverts their interest before potential disputes arise. They enjoy regular praise and encouragement from the childminder, developing their confidence and sense of well-being.

Children participate in activities that cover all areas of learning and are making good progress towards the early learning goals. The childminder has developed an effective system for recording children's individual stages of development, including regular observations that are linked well to the areas and aspects of learning and development of the EYFS. The childminder is guided by children's interests when planning activities and provides a good balance of child-initiated and adult led activities to help children make progress. Children enjoy both indoor and outdoor activities, with regular visits to places of interest, such as, toddler groups, childminding groups, soft play centres and the park, enabling their social and creative skills to flourish.

Children are developing a very good understanding of a healthy lifestyle. The childminder provides healthy snacks and nutritious home cooked meals meeting children's individual dietary requirements. Children learn about where food comes from through discussion and as they help to grow tomatoes. The childminder takes very effective steps to prevent the spread of infection and encourages very good personal hygiene routines which are reinforced through explanation and good role modelling. Children play outside in the garden, visit parks and go for walks which encourages them to be physically active and helps to develop their large muscle skills. Children feel safe and secure in the care of the childminder, because they are offered warmth and security, along with consistent and familiar routines. Children show they feel safe by confidently making choices, helping themselves to toys and readily approaching the childminder if they need help or a cuddle. Children learn how to keep themselves safe as they regularly practise emergency evacuation drills, and when they go out for walks the childminder talks to them about road safety. Overall the range of activities and close relationships with the childminder ensures children develop all the necessary skills and dispositions for their future success.

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	2

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	2
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	2
The effectiveness of partnerships	3
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	1
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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