

Inspection report for early years provision

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Inspector	Barbara Walters
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 registered in 2000. He lives with his wife and their daughter in the St. George area of Bristol. The whole of the property is used for childminding with the exception of the annex and there is a large fully enclosed garden suitable for outdoor play. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. The childminder jointly works with his wife.

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. He is currently minding four children in this age group who attend on a part-time basis and full-time basis. The childminder also cares for children over eight years of age. The childminder walks or uses a vehicle to travel to the local school to take and collect children. He attends a childminder toddler group and takes children to the local library, park, gym and swimming pool. The family have a pet cat and dog. The childminder is a member of the National Childminding Association. He has gained the Diploma in Childcare and Education qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a stimulating setting where the childminder and his wife effectively promote children's individual learning and welfare needs. Relationships with parents and other settings are well established, which help to support children in making good progress in their learning and provide them with emotional security. Children are effectively helped to be safe and enjoy a healthy lifestyle. The childminder and his wife have the capacity to self-evaluate the practice with the children and strive towards constant improvement for their benefit.

What steps need to be taken to improve provision further?

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

- improve the observation and assessment system so that it identifies more clearly children's individual learning priorities and share these with other providers who deliver the EYFS framework.

The effectiveness of leadership and management of the early years provision

The childminder works closely with his wife to provide a stimulating environment in which all children play and learn. The childminder maintains the regulatory policies and procedures which are regularly reviewed and appropriately shared with parents. He clearly identifies areas for improvement as he works closely with his wife to monitor and evaluate each activity for individual children to make sure they

are meeting their learning needs. The childminder demonstrates a good commitment to personal training and development which he continues to use to develop outcomes for children. Children's welfare is safeguarded as the childminder attends continuous child protection training to ensure he has a good up-to-date knowledge and understanding of what to do if he has concerns about a child in his care.

Parents are pleased with the care the childminder and his wife provide and appreciate their support. The childminder works closely with parents to provide continuity of care and security for the children. Daily discussions take place with parents and they are kept informed about their child's progress through the children's developmental records and the opportunity to join in their play. For example, parents are invited to take part in turning the children's eggs in the chicken life cycle activity. The childminder maintains links with the other settings who deliver the Early Years Foundation Stage to ensure he is able to complement children's care and learning. Systems to share the assessment of children's progress have yet to be fully established. The childminder organises areas within his home very well to support children's learning. Low storage of toys and activities and child height tables and chairs promote children's independence and self-esteem. Children learn about where they live through regular use of the local facilities such as the library, park, gym and swimming pool.

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

The childminder has a good understanding of how to meet children's individual needs and provides a relaxed environment where children are clearly comfortable in his and his wife's care. Children are well motivated and enjoy new challenges. They are actively involved in their learning; for example, they enjoy helping to make their pizzas for lunch and explore how the base ingredients change, using their senses to touch and smell the dough. Children are learning good independence skills as they choose their own toppings from a range of healthy foods, such as cheese and pineapple. The childminder is a good role model to the children and demonstrates a positive attitude towards learning by presenting activities in an interesting way. Children concentrate well and listen intently when the childminder reads a story and they take turns when speaking about the characters in the book. They enjoy singing their favourite nursery rhymes and scream with delight when they come across the lion.

Children's displayed work boosts their confidence and self-esteem as they take pride in their achievements. Written plans are linked to the six areas of learning and the childminder demonstrates a clear understanding about what children can learn from each activity. Observations are in place and the childminder knows the children well and is able to move them on in their learning. However, assessments are not fully developed to consistently identify children's individual learning priorities. Weekly swimming sessions and outings to the local gym where there is large and small play equipment give the children plenty of opportunity for a range of different exercises and to develop their physical skills.

Children develop a good understanding of where foods come from and how to eat healthily. They enjoy baking and eating their own pizzas and pick their own apples to eat. The childminder provides home cooked meals and a range of healthy snacks, encouraging child to develop healthy eating practices. The childminder is a good role model for the children to develop hygiene practices such as washing their hands well before cooking. Ongoing explanations from the childminder about safety issues help children to begin to understand how to keep themselves safe. For example, children take part in regular fire drills and have routines such as holding hands when out of the house. Children are settled and secure. The childminder uses age appropriate and positive strategies to manage any difficulties that arise and encourages good behaviour. For example, children take pride when they are awarded with a sticker for doing something that is special to them. Children benefit from the calm atmosphere of the childminder's home and as a result, they behave well and have a strong sense of belonging. Children learn about diversity and difference through access to toys and play opportunities and through the positive discussion and guidance from the childminder.

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	2
The effectiveness of the setting's engagement with parents and carers	2

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	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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