

Inspection report for early years provision

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Inspection date	05/01/2010
Inspector	Nigel Lindsay Smith
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2001. She lives with an adult child in St Pauls, Bristol, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the rear bedroom, and there is a fully enclosed garden for outside play.

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. She is currently minding two children in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes children to a childminding group, toddler groups, parks, local shops and the library.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals and in developing skills for the future as the childminder has a thorough understanding of the Early Years Foundation Stage (EYFS). Children are safeguarded due to the childminder's clear understanding of the procedure to be followed. She establishes effective partnerships with parents so that they work together to ensure that children's individual needs are met. She has a strong commitment to understanding and respecting all of the children's cultural and religious needs.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment is sufficiently detailed for each outing, reviewed before embarking on each specific outing

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a good knowledge and understanding of the appropriate action to be taken in the event of any child protection concerns. Children are protected through risk assessments which include all areas of the childminder's home and garden. There is an assessment for outings, but this is not sufficiently detailed for each venue visited. Children are able to access the play resources independently. They attend a childminding group and a range of toddler groups where the childminder supports them in taking part in a variety of activities and in learning to socialise with other children and adults. The childminder is committed to respecting the children's cultures and traditions and has experience of working with children with disabilities. She uses her good

knowledge of the EYFS to carry out observations on the children's play so that she can assess their progress. She incorporates these observations in her planning to ensure that children's individual needs are met.

The childminder develops good relationships with parents to ensure that she cares for their child in accordance with their wishes. She obtains feedback from them in order to develop her practice. Parents are very positive, commenting that their child 'adores the childminder and her family', 'has developed a lot' and that the childminder has 'good knowledge of our culture and religion', and gives good support to parents as well the children. The childminder does not have any children also receiving the EYFS from other settings but is aware of the need to liaise with them when this occurs. The childminder regularly undertakes a wide range of training events in order to develop her practice.

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

Children enjoy being at the setting and the childminder supports them well with their learning in a calm, patient way. They benefit from a good balance of planned activities and the opportunity to make their own choices, with a wide variety of equipment made available to them. A child selects a friction-driven car from a box of trains, cars and roads and, after learning from the childminder how to operate it, enjoys sending it backwards and forwards to her. They experiment with dough and cutters and then select a doctor's kit, excitedly asking the childminder to demonstrate the stethoscope as they enjoy her singing as she pretends to test their heart. The childminder produces coloured cups which the child stacks; they sometimes count them but opt not to today. They experiment with objects from a box of 'noise-making' items, producing a variety of sounds from a drum and shakers and enjoying listening to laughter produced by an electronic toy. After role playing making and pouring tea, the child sits comfortably on the childminder's lap to listen to the story and handle the book before helping to tidy up, trying to put the lid on a box.

Children have regular opportunities to develop their physical skills when using the play equipment in the garden, and going to local parks. They develop their language through handling books, using flash cards and repeating what the childminder says. Their creative skills are supported through using sand and water, making dens and painting, and their social skills developed by learning to share, saying 'please' and 'thank you', and eating together. Knowledge of other cultures is promoted by using items such as multi-cultural books and going to a local community centre library.

Children begin to learn about keeping healthy as they enjoy snacks which include fresh fruit and rice cakes. Their hygiene is promoted through washing their hands and faces, and they learn to keep themselves safe through following road safety procedures. Any medication administered is recorded appropriately, with records shown to parents. Accidents are managed well, as the childminder has a current first aid qualification and ensures that the parents have a full record.

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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