

Inspection report for early years provision

Unique reference number	EY221787
Inspection date	19/10/2009
Inspector	Nigel Lindsay Smith
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 2003. She lives with her husband and two children aged 13 and seven years in Westbury Park, Bristol, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, and there is a fully enclosed garden for outside play. She has a rabbit as a pet.

The childminder is registered to care for a maximum of five 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 six 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 sometimes works with an assistant.

The childminder takes and collects children from school, and takes children to toddler groups, soft play, parks, shops and a music group.

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). The childminder is highly committed to assessing and developing all aspects of her practice. She establishes effective partnerships with parents so that they work together to ensure that children's individual needs are met.

What steps need to be taken to improve provision further?

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

- develop further the use of resources and activities to promote diversity and differences
- maintain a regular two-way flow of information with other providers

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted and safeguarded due to the childminder's good knowledge and understanding of the appropriate action to be taken in the event of any child protection concerns. She understands Local Safeguarding Children Board procedures and ensures that children's parents and carers are informed of her responsibilities. Risk assessments are comprehensive and include each individual outing as well as all areas of the childminder's home and garden. Written policies, procedures and documentation required for the efficient management of the EYFS

framework are in place and well maintained to further promote children's safety and well-being. The childminder organises the play space to enable children to access toys and resources independently. The daily routine and play activities are adapted to suit the unique needs of the children and provide an inclusive setting. There are some resources and activities to introduce the children to a wider range of cultures and religions but this has not been fully incorporated into the planning.

The childminder carries out observations on the children's play so that she can assess their progress, and use this information to plan for the next steps for each individual child. She makes these assessments available to parents, and provides relevant information for them about the EYFS. She develops strong relationships with parents to ensure that she cares for their child in accordance with their wishes. She arranges to see the children in their own home and liaises closely with parents on relevant issues such as eating habits. Parents are complimentary about the childminder and the care provided, commenting 'she is reliable, hard working and caring' and 'she promotes the next steps in learning'. The childminder has made initial links with other settings providing the EYFS to children in her care, but has not fully developed this liaison.

The childminder evaluates her practice, using the Ofsted self evaluation form to assist her. She uses her evaluation to develop her provision, for example by introducing a policy for supporting children experiencing loss. She regularly attends training workshops to update her knowledge and skills and she uses information gained from such training to develop her practice, demonstrating her commitment to further improvement. The recommendations from the last inspection have been successfully addressed.

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

Young children enjoy the activities provided in the setting. The childminder is calm, patient and supports them well in their learning. 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 enthusiastically explores the range of items distributed on the floor. They discover that they can make a musical sound by pressing buttons on the interactive toys. They learn to pull themselves up to stand in front of the play cooker and explore the contents, passing them backwards and forwards to the childminder. The childminder gets out musical instruments and sings familiar songs from toddler group sessions and the child actively shakes maracas in response. The childminder has prepared a 'treasure basket' with a variety of items and the child explores them with the childminder's support, discovering that they can find material inside a bag, and that they can make a noise by shaking a tin. The child shows interest in the accessible basket of books and the childminder sits them on her lap and selects a pop-up book, enabling the child to explore the contents. The child enjoys their daily visit to look at the rabbit in the garden and in warmer weather the doors are left open so that children can freely go outside.

Children have regular opportunities to develop their physical skills through using

the slide and tunnels and through daily walking to school. They explore the wider community through visits to a toddler group, parks, shops and a farm. They begin to learn about keeping healthy as they access their cups so that they do not become thirsty. Their health is promoted through the childminder's good hygiene, for example by her wearing disposable gloves when changing their nappies.

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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