

## Inspection report for early years provision

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<b>Unique reference number</b>	EY397275
<b>Inspection date</b>	02/02/2010
<b>Inspector</b>	Valerie Anne Curotto
<b>Type of setting</b>	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 2009 and is a member of the National Childminding Association. She is a qualified nursery nurse with a number of years experience as a nanny. She lives in the Hartcliffe area of Bristol, with her three-year-old child. Childminding generally takes place on the ground floor of the house, with access to the first floor bathroom and a bedroom for resting minded children. Children also have use of the enclosed rear garden.

The childminder may care for a maximum of five children under eight years, of whom two may be in the early years age range. There are currently four children on roll, attending on a part time basis. The provision is registered by Ofsted on the Early Years Register and both compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are secure and content within the safe and welcoming environment the childminder prepares for them. They are engaged in activities effectively as resources reflect their interests and are well organised to make them easily accessible. Children's contribution to the setting is valued as they gain confidence and form positive relationships with each other. The childminder has an informed understanding of children's development and provides challenging and stimulating activities to ensure each child makes good progress. Assessment systems and daily routines are developing well as the childminder consistently reviews and adjusts her practice to benefit children and promote their welfare.

## **What steps need to be taken to improve provision further?**

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

- extend evaluation systems to include steps taken to address identified targets and their impact on children; for example, to promote parental involvement in planning and assessments

## **The effectiveness of leadership and management of the early years provision**

Since registration, the childminder has robustly reviewed her practice to improve existing systems and promote children's welfare. She has a clear understanding of the local authority's safeguarding procedures and to build on this has identified additional training. Children's health and safety is effectively reinforced, through day-to-day routines and monitoring of risk assessments.

Children's health and safety is reinforced effectively through day-to-day routines and the monitoring of risk assessments. These contribute to children's security and

their growing understanding of how to safeguard themselves.

Children are occupied effectively as an extensive range of resources is available and rotated to feed their imaginations and provide challenge within the setting. These are laid out across the ground floor which provides a safe and varied environment for children's activities and often includes themed areas, such as a shop and outdoor play. The childminder extends learning opportunities for children through regular activities outside the setting. These include opportunities to develop useful social skills at community groups and to build confidence and physical skills on equipment at parks and soft play areas. The childminder understands how to promote links with other settings children may attend, to build on children's learning elsewhere.

Written observations and the childminder's interaction with children clearly demonstrate her depth of knowledge of child development. This is used effectively to plan and support stimulating and fun experiences which impact positively on children's learning. Ongoing, detailed observations across the six areas of learning, photographs and identified 'next steps' support future planning for each child. As a result, activities incorporate each child's individual needs and ensure the childminder makes developmentally appropriate adjustments to promote inclusion of all children.

The childminder continues to evaluate her provision, including the impact of activities on children and is able to set realistic targets. This has included questionnaires for parents, applying for additional training and considering how to further extend the range of resources to benefit children's understanding of diversity. She has made good use of available support from the local authority and ideas from other, experienced childminders to make positive adjustments to some aspects of her practice. While no system is yet in place to routinely monitor the effectiveness of changes implemented, the childminder is able to demonstrate how some have resulted in continuing improvements in assessment systems and activity planning. For example, she now includes planning for continuous basic provision such as construction, craft and water play to ensure an ongoing balance and variety of resources for children.

Parents are satisfied with the care their children receive and the level of communication with the childminder. They are provided with useful information about the setting, including a wide range of policies and procedures, which is shared at settling-in visits and displayed in the entrance hall. Children's assessment records are readily available to parents and daily discussion ensures information is shared to develop the childminder's understanding of individual children. While parents do not yet actively contribute to children's assessments, the childminder has identified how this could be taken forward to involve parents further in their children's learning.

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

Individual coat pegs on arrival nurture children's sense of belonging. They proudly point out their name and photograph and at lunchtime put colourful place mats they have made on the table. Children grow in confidence as they independently access resources and make decisions throughout the day. They choose whether to be 'quiet' or loud' as they shake their musical instruments, when to play outdoors and express preferences at snack time. Children become increasingly independent as two-year-olds develop skills in removing yoghurt tops at lunch and three-year-olds ask to go to the toilet.

A combination of seasonal, long term planning and individual monthly planning successfully identifies learning outcomes and appropriate activities to support each child's learning. As a result, children are happy and secure with activities which engage their attention. Children's creativity is fostered as they proudly show off their dressing up outfits and later enjoy sustained role play in the garden. They have fun singing favourite songs with doll props for 'Miss Molly' and tap their musical instruments, 'one two three' to the striking clock in 'Hickory, Dickory, Dock'. Children regularly combine a wide range of craft materials including paints, dough, glitter and glue. They compare the shape and size of leaves gathered on nature walks and make clay pots for their Diwali lights.

All children are included as thoughtful resources provide challenge for children of different developmental stages. For example, an assortment of dried pasta shapes enables younger children to pour them from one container to another independently. Older children play alongside and confidently sort colour and shape, comment on texture and learn to thread different kinds in sustained play supported by the childminder. Children develop new skills as the childminder models the use of equipment to extend their learning effectively and their understanding of shape, colour and number are reinforced in everyday play. The childminder is skilled in prompting children's thoughts on spontaneous events. For example, she invites comments about a passing 'noisy' motorcycle or the effect of the wind on their hair in the garden.

Older children show consideration for others and provide positive role models for younger children who copy their activities and gain confidence in self-expression. Children learn expectations of their behaviour as they respond well to instruction from the childminder who provides consistent, age-appropriate boundaries. Everyday routines and spontaneous discussion increase children's awareness of risk in their environment. They learn to safely negotiate the stairs to the bathroom and ensure toys are cleared away to avoid trip hazards.

Children benefit from home-prepared, nutritious meals and learn to eat sensibly as part of a healthy lifestyle. Regular cooking activities provide opportunities for discussion on healthy eating, as do brief supermarket trips to choose favourite fruits for snacks. The childminder thoughtfully considers children's individual health requirements as clear systems are in place to address these and she gathers relevant details from parents. Fresh air and exercise are part of the daily routine as

children jump in and out of hoops in the garden and climb equipment at the adventure park.

Children take an interest in the world around them and extend their awareness of it through regular activities in the local community, such as visits to the library, a city farm and parks. They show an interest in everyday technology as they help the childminder look for suitable activities to celebrate Chinese New Year on the computer. They recall previous events, such as parents adding candles to pumpkins carved at the setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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