

Inspection report for early years provision

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Inspection date	21/01/2010
Inspector	Valerie Anne Curotto
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.

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Description of the childminding

The childminder has been registered since 1998 and is a member of the National Childminding Association. She is a qualified nursery nurse and has previous experience in day care settings. She lives with her husband and two children, aged 10 and 12, in the Horfield area of Bristol. Childminding generally takes place on the ground floor, with access to the first floor bathroom. Children also have use of the enclosed rear garden. The family has a pet rabbit and a dog. The childminder is registered to care for up to six children under eight, of whom three may be in the early years age group. There are currently six children on roll, all in the early years age group, who attend on a part time basis. The childminder is registered 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.

Established systems promote the health and safety of children through everyday routines and effective risk assessment. Assessment systems are developing well and provide a meaningful record of children's progress within the setting. Through daily discussion with parents, the childminder has a good understanding of the children she cares for and adapts activities to meet their individual needs. She keeps up to date with developments, evaluates her practice and sets future targets consistently.

What steps need to be taken to improve provision further?

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

- continue to develop assessment systems; to include some everyday observations and comments from parents, to further support planning

The effectiveness of leadership and management of the early years provision

Children are protected as the childminder takes her responsibilities seriously and continues to attend courses to update her skills. For example, she has recently undertaken training to develop her understanding of working with other agencies within the local authority's safeguarding procedures. Thorough risk assessments have been completed and continue to be reviewed effectively to promote children's welfare. As a result, these now include additional measures taken on outings during recent adverse weather (snow) conditions. Appropriate records are maintained, with details of individual children's health and dietary requirements, to ensure their individual needs are met. Everyday routines ensure children's health is promoted and limit the risk of cross infection. These include the childminder wearing gloves at each nappy change and individual towels for children.

Resources within the setting are well organised to provide a stimulating and accessible environment for children. Some are laid out on mats and tables for children as they arrive and rotated to provide interest throughout the day. Children use a designated room where helpful displays for parents provide useful information about planning and examples of craft activities. Good use is made of local facilities to extend the range of experiences for children; including soft play areas, toddler groups and leisure centre. This takes into account parents' comments to ensure children's access is matched to their patterns of attendance. Record keeping is well organised and readily accessible for reference. A simple welcome pack is given to parents and an extended portfolio is available containing the policies and procedures, which underpin the childminder's practice.

Assessment systems are developing well with written, monthly observations providing a useful record of children's progress in the setting. The childminder has identified how these can be developed further and is taking appropriate steps to address this. For example, she has started a system of cross references to ensure a balance in observations across the six areas of children's learning. Contributions by parents are not yet routinely included to build on what children learn elsewhere. However, daily discussion and the exchange of information in children's diaries ensure the childminder has a good understanding of each child's stage of development and interests, which enable her to adapt activities to reflect this. The childminder makes appropriate contacts with other settings children attend to reinforce children's learning through shared planning. For example, to enable a comparison of beans grown by children at different providers.

Since the last inspection, the childminder has developed the outdoor area so it can now be registered for use to extend children's activities within the setting. She has attended training on the Early Years Foundation Stage and incorporated ideas into her practice to enhance activities for children. For example, by planning for individual children's needs within general activities. The childminder makes good use of available support from the local authority and informal contact with other childminders to review and develop her practice. She is able to set realistic targets and take steps to address these, for example, to renew her first aid certificate appropriately.

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

Children appear secure as considered settling-in procedures and initial discussion with parents ensure the childminder understand their individual needs. Familiar resources and attractive displays of their art work increase their sense of belonging within the child-centred play room. Children take pride in their contribution to the setting. They readily help get ready for lunch by putting place mats and bibs on the table, and take increasing responsibility for tidying away toys when they have finished. Children develop positive social skills as they are encouraged to ask others for help and cooperate with each other within the setting. They are aware of expectations of their behaviour and encourage each other to share. Children express preferences and make choices throughout the day, through independent

access to favourite toys and choosing options for lunch.

Children thoughtfully respond to the childminder's prompts during free play about how things might work and where they should put things. Young children show an interest in electronic toys and enjoy pushing buttons and lifting flaps. They enhance their vocabulary and understanding as they repeat new words the childminder introduces. Children's creativity is fostered as the childminder ensures resources are appropriate to their stage of development. For example, they use hands, fingers and assorted props to make marks with paints. They confidently choose which colour paper they want and some recognise the shape of circles they make. Children laugh as they invite others to 'look at my wobbly tower' during construction activities. They enjoy story time, predicting outcomes in familiar stories and repeating complex words with increasing confidence.

Children have valuable opportunities to extend their social skills and confidence in physical activities as they attend local groups. Children's understanding of diversity develops through access to appropriate resources and contacts in the local community.

Children learn to safely negotiate the stairs from the bathroom under supervision using a variety of effective techniques. Booster seats and high chairs support their safe inclusion in activities, and stair gates deny access to hazardous areas. Children develop a good awareness of fire safety, which is reinforced by regular fire drills and enjoyable 'Fireman Sam' resources. Children's health is promoted as balanced and nutritious meals take food intolerances into account well. Fruit-based snacks and accessible drinks available during the day meet their individual needs. Effective pet management successfully minimises health risks to children. Children develop skills to promote a healthy lifestyle as they proudly use their individual towels in the bathroom. They recognise their names and colourful pictures on pegs, which promote their sense of identity.

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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