

## Inspection report for early years provision

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<b>Unique reference number</b>	136432
<b>Inspection date</b>	17/02/2010
<b>Inspector</b>	Shirley Ann Jackson
<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.

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 has been a childminder since 1975. She lives with her husband in the Patchway area of South Gloucestershire. The whole of the ground floor is used for minding, at the childminder's discretion, together with the first floor bathroom and a bedroom for rest purposes. There are playgroups, toddler groups, schools, parks, a library, shops and cinemas within easy access. There is a garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is registered on the Early Years Register and there are currently two children on roll in this age group aged from 11 months to two years. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register in order for her to offer care to older children.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder recognises each child as a unique individual and offers care which is tailored to them as individuals. All children are well supported to ensure they take part in a range of activities and experiences which interest and challenge them. This enables all children to make good progress in their learning and development. Children's welfare is effectively promoted by the childminder to keep them safe and well cared for. Partnerships with parents and carers are strong and the childminder recognises them as central to their child's well-being. The childminder has friendly relationships with other providers involved in the children's care, but they do not share children's development and progress records. The childminder is effectively evaluating her practice to identify her strengths and areas for further development.

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

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

- encourage parents to contribute meaningfully to the observation and assessment process
- build links with other settings children attend to ensure that practitioners regularly share the children's development and learning records and any other relevant information.

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

The childminder has produced written policies and procedures which reflect her daily practice with the children. These are shared effectively with parents to ensure they are kept fully informed about the setting. She has conducted thorough risk assessments on all areas of her home and garden and for all outings enjoyed with the children. Children are effectively safeguarded as the childminder has a secure knowledge of the indicators of abuse and neglect. She is aware of the procedure to follow if she has concerns about a child in her care. All required documentation is in place to promote good quality care. Individual records are informative, ensuring the needs of all children are effectively met and promoting inclusive care.

The childminder is well organised. She uses the available space within her home effectively to encourage the children to become independent learners. The childminder uses the conservatory as a playroom and the dining room houses more toys and resources. Toys are stored sensitively in both rooms to give children of all ages independent access whilst ensuring younger children's safety. The childminder keeps up to date by attending regular training. This helps to increase her skills and knowledge and to constantly improve what is offered to the children.

Partnerships with parents and carers are secure. When parents first approach the childminder she shares her portfolio with them. This contains some personal information along with her training certificates. Parents are also given copies of her policies and procedures and can look through her risk assessments. The childminder has also gathered a number of leaflets which she shares with parents as she feels they may be helpful. For example, the fire service have given her a range of safety leaflets which are available to parents to help with safety at home. Ongoing information is shared through informal feedback at the end of the day, daily diaries and sharing the children's progress folders. Parents are given their children's progress folders on a monthly basis to look through. However, they are not encouraged to contribute to these folders. The childminder has built friendly, working relationships with other settings which children attend. However, they are not regularly sharing children's learning and development records.

The childminder is keen to build on the service she offers to children and their families. Recommendations raised at the last inspection have been fully addressed, helping to keep children safe. The childminder uses a written evaluation of her practice to identify what works well and areas for further development. This has resulted in her buying fluorescent jackets to wear when out with the children and booking on to a sign language course, along with a number of further improvements. This shows a positive commitment to continuous improvement.

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

Children benefit from the childminder's detailed knowledge of their individual needs. They settle quickly and have warm, secure relationships with the

childminder. This relationships enable the children to build and develop their confidence and self-esteem. The childminder uses her knowledge of each child to offer activities and experiences to suit their individual needs. These are based firmly on what she knows interests the children and builds on what they already know and can do. The childminder is on hand to interact and support the children as they play. The childminder has an effective system in place to observe and assess the children as they play. These are all supported with photographs, are linked to areas of learning and identify the next step in each child's learning. This information is then used by the childminder to plan future activities and experiences for each child's learning and development.

Young children feel safe and secure within healthy relationships with the childminder. For example, they enjoy lots of cuddles and snuggling in when they want reassurance. Children's social skills are fostered as they regularly visit toddler groups where they play with other adults and children. The childminder encourages even the youngest children to do what they can for themselves, and praises them for this. Children's language development is fostered through conversations and singing songs with the childminder. Young children communicate in a variety of ways including crying and babbling and the childminder responds appropriately to these noises. A love of books is developed as children share books with the childminder and regularly visit the nearby library. All children have opportunities to make marks using a variety of methods, such as crayons, paint and water. The childminder promotes children's maths skills as she introduces maths language as they play. For example, she counts the number of stacking cups the child puts inside the other whilst playing. Children enjoy playing with toys which make noises or light up. For example, they enjoy sitting on toys which light up. Children enjoy visits in to the community both locally and further afield. For example they visit the city farm, soft play facilities, the library, duck pond and the Forest of Dean. Children have opportunities to listen to and enjoy a range of music as the childminder plays a range of different music to the children ranging from nursery rhymes to bagpipe playing.

Children's health and well-being are effectively promoted. Well-established routines are in place for hand washing, nappy changes and sleeping children. Parents provide their own food for their children, ensuring they enjoy their own, familiar food. This is stored appropriately by the childminder to ensure it stays fresh. Children have daily opportunities to enjoy fresh air and exercise. They play in the childminder's garden, go for walks in the local area or play on play equipment in nearby parks. Children learn how to keep themselves safe as they take part in regular emergency evacuation drills. When they go out for walks, the childminder has bought fluorescent jackets for the children to wear to help to make sure they are easily visible.

## 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	3
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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