

Inspection report for early years provision

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Inspection date	26/03/2010
Inspector	Ruth Tharme
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).

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 first registered in 1994. She lives with her husband and their two grown up children. They live in a three bedroom property. Additional space has been created through a loft conversion. The home is near the centre of Thornbury in South Gloucestershire and is close to shops and parks. All areas of the home are registered for childminding. Only the patio area of the garden is registered for outdoor play. The family have a pet dog.

The childminder offers care Monday to Friday, between 8.00am and 5.30pm. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 5 children on roll, all of whom are in the early years age group.

The childminder is a member of the National Childminding Association and holds a Developing Childminding Practice certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in their learning and development as arrangements ensure that they are provided with activities and experiences that interest and stimulate them. Their safety and welfare is given a high priority. A strong partnership with parents and a clear knowledge of the importance of working in partnership with other professionals ensures that children are effectively supported. There is a clear commitment to ongoing improvement and strategies to seek the views of parents and children ensure that any weaknesses in the provision are clearly identified and addressed.

What steps need to be taken to improve provision further?

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

- ensure that steps are taken to further minimise the potential risk to children posed by laundry equipment when playing in the garden

The effectiveness of leadership and management of the early years provision

Well considered policies and procedures are in place to ensure that any child who may be at risk is quickly identified and protected. Robust arrangements mean that children are only cared for by those who are suitable to do so. All adult household members have had suitability checks completed. A generally comprehensive risk assessment programme, which includes a daily visual check of the premises and equipment, helps to ensure that the environment is safe and suitable for children. That said, an unguarded washing line in the garden does pose some potential risk.

However, the danger is somewhat reduced as the childminder supervises young children closely at all times.

Documentation is maintained to a particularly high standard which means that clear and detailed records are maintained for each individual. The certificate of registration is clearly displayed so parents have access to relevant information.

The use of time is well planned in order to meet children's needs. For example, they are given ample time to complete activities such as fully finishing a favourite story. The careful planning of activities facilitates children's learning by ensuring that appropriate equipment and resources are readily available. For example, a wide range of tools, cutters and rollers are provided to use with home-made play dough. Care is taken to identify and acknowledge children's needs and, as a result, a highly inclusive environment is provided. The childminder plans for each individual, taking account of their needs and interests and providing appropriate equipment and activities. She values children's home language and culture and ensures that children develop a good understanding and respect for difference.

Parents are well informed as they are provided with relevant information on a regular basis. The childminder speaks with them every day and shares her written developmental records, policies and procedures. Consequently, parents speak very highly of the provision. Clear procedures are in place to ensure that relevant information is shared if children attend other settings, so that they can be supported effectively. Clear strategies are in place to promote ongoing improvement. The childminder takes time to evaluate her practice, and to seek the views of parents and children. Action taken to address any identified weaknesses has a positive impact on the outcomes for children. For example, newly implemented strategies to discuss children's starting points with parents means that the childminder is well informed and able to plan effectively from the outset.

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

Children make very good progress in their care and learning and, as a consequence, are developing the skills they need for the future. This is because they take part in activities and experiences that meet their needs and interests, and stimulates them. They enjoy reading stories, count confidently, learn about the world around them and sing with enthusiasm. Activities such as caring for frog spawn and observing it's development into tadpoles and then frogs effectively enhances children's knowledge and understanding of the world.

Activities meet individual children's needs as there is an effective programme of observation in place. This enables the childminder to clearly map children's progress and plan for their future development. Arrangements for gathering information about children's starting points mean that the childminder is able to plan effectively from the outset.

Children feel particularly safe and secure in the childminder's care. This is because she has a warm and affectionate approach and takes steps to help children feel

part of the family. They learn to keep themselves safe, for example, learning the correct way to use scissors. They develop a good level of risk awareness through enjoyable activities such as visiting the local fire station. Evacuation drills are practised regularly which means that children know what to do in an emergency situation. Children spend ample time out of doors in the fresh air and benefit from a balanced diet so they are actively encouraged to adopt healthy lifestyles.

Children are highly motivated to take on responsibility. For example, using a dustpan and brush to sweep up or joining in enthusiastically in a race to tidy up. Children behave very well. The childminder ensures that she sets a good example herself, so children learn right from wrong, and ensures that children receive praise and attention to acknowledge positive behaviour. Opportunities to meet and mix with the wider community, such as visiting parent-and-toddler groups and spending time with older family members, mean that children have a very good knowledge and understanding of the wider community. Activities such as learning about and celebrating the culture of all the children attending ensures that they develop an understanding and respect for one another.

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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