

Inspection report for early years provision

Unique reference number	106869
Inspection date	07/05/2010
Inspector	Rachael Williams
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.

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Description of the childminding

The childminder registered in 1988. Her daughter is registered to work as an assistant. She lives with her husband and four children in Headley Park, Bristol. The whole of the ground floor of the property and the bathroom on the first floor are used for childminding. Access to the premises is by several steps or a sloped driveway. Children do not access the rear garden. Children attend a local toddler group and have regular visits to local parks and attractions to accommodate outdoor and physical play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register for a maximum of six children under eight years old when working on her own or with an assistant. The childminder is currently minding seven children on a part-time basis, of whom five are in the early years age range. The childminder also minds children over the age of eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and confident within the homely environment where their needs are routinely met by a friendly and enthusiastic childminder. Excellent relationships have been established with the children and their parents to ensure each child's individual requirements are consistently met. Children engage in a wide variety of experiences which ensures that they make excellent progress in their learning and development. Children's welfare is effectively promoted and, on the whole, safeguarding procedures ensure children's well-being. Strong links with parents and a daily exchange of information ensure continuity in children's care and development. Systems are being established to ensure that key information is shared with other early years providers. The childminder is developing appropriate self-evaluation procedures to ensure that effective steps are taken to continuously improve the setting.

What steps need to be taken to improve provision further?

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

- develop further evaluation systems to reflect the impact identified improvements may have on children.

The effectiveness of leadership and management of the early years provision

The childminder provides a safe and secure environment where comprehensive steps are taken to identify hazards and eliminate risk to the children, for instance, through effective risk assessments of all areas used by the children. The childminder has good knowledge of child protection issues and is fully aware of

appropriate procedures to follow should an incident occur. Rigorous systems are in place to ensure the safe collection of children by a suitable adult, for instance, the childminder has recently requested photographs to identify responsible adults. The childminder is aware of ensuring that adults, such as volunteers/students are suitably vetted and is seeking a suitable check for her daughter who is registering as her assistant. Children become aware of their own safety as they are given clear explanations by the childminder, such as the consequences of standing on furniture. Children regularly engage in activities to promote their understanding, for instance, visits to the local fire station where activities are developed to promote children's exploration and role play.

Through flexible settling in arrangements and gradual integration the childminder takes time to engage with parents to ensure she has excellent knowledge of children's individual needs, interests and routines. Therefore, the childminder can ensure that children progress well in relation to their starting points and capabilities. Children are settled and confident and excellent relationships have been established with both the children and their parents. Parents offer positive testimonials and are very happy with the service provided. For example, one parent comments that the childminder 'always has time to talk' and another comments on how happy and settled her child is. Parents are well informed about children's progress, for instance, through daily conversations, access to 'learning journeys' and a daily activity sheet. Parents receive a wealth of information via the childminding folder which underpins the good service provided. The childminder is developing systems to engage with other early years providers when children start at other settings in the new academic year. For example, the childminder has planned activities around the theme of 'the gingerbread man' which a child was introduced to during an induction session at a local nursery.

The childminder is proactive in accessing relevant training to update her knowledge. For example, since the last inspection she has accessed training to support her understanding of the Early Years Foundation Stage and how to use schemas when planning suitable activities for the children. The childminder has a good understanding of the strengths of her provision and works closely with early years advisers and with other childminders to monitor her provision and to identify areas for improvement, such as extending resources to meet children's age and stage of development. As yet, self-evaluation does not clearly identify how improvements impact on children and make improvements to their outcomes through effective evaluation.

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

Children confidently explore their environment selecting from an abundant range of high-quality toys and resources independently. For instance, one child selects a chalkboard and chalks and sits at the table. He confidently asks for the childminder's support, for instance, to hold the board up 'like at school'. He communicates his purpose exceptionally well as he clearly states that he is writing all of our names and uses a range of circles and lines to mark make. Another child uses correct letter shapes to label his creations and points out familiar letters in his

environment. Children manipulate plasticine very well and use mathematical language in their play. For instance, a child states 'I broke this piece in half' and 'this one needs two' as he creates circular buttons for the gingerbread man, acknowledging the numeral two. The childminder interacts with the children exceptionally well introducing them to new vocabulary and questioning them appropriately to extend their learning. For example, when a child selects musical instruments she supports him to name them and encourages him to communicate how each instrument can be played. To challenge him she encourages him to play instruments loud and soft and to compare sounds. The child shows good spatial awareness and creativity as he marches along with the cymbals.

Children have an excellent sense of belonging as the childminder is sensitive to their interests and routines. For example, acknowledging a child's preoccupation with dinosaurs, she extends her resources so that she can introduce the concept of shape and size to the child. Children are engaged in a wealth of experiences which meet their developing needs. Planning evolves from children's interests and they are actively involved in their learning. The childminder ensures there is a balance of experiences to cover the six areas of learning and ensures that ideas include adult-led and child-initiated activities. Pertinent observations are used effectively to link achievements with children's stage of development which consequently, influences future planning and clearly identifies children's learning priorities.

Children are confident and settled within the homely environment which is very well organised to meet their needs. They are aware of their own personal needs, for instance, a child confidently informs the childminder when he needs to use the toilet. Children are introduced to hygienic routines and play an active part in their implementation. For example, before washing his hands for his snack a child engages in cleaning the table so that there are 'no germs'. Children are offered healthy and nutritious snacks, such as pineapple, pear and apple. They are introduced to new food and encouraged to experiment. Children are offered clear explanations so that they are fully aware of expectations and boundaries. For example, when a child climbs on the settee the childminder explains it is safer to stand on the floor so that there are no accidents. Excellent liaison with parents ensures that behaviour management strategies are consistent, for instance, to encourage children's sharing and cooperative play. Robust systems are in place to ensure that appropriate consent is gained from parents to administer medication and any medication administered is appropriately recorded and promptly shared with parents. Therefore, outcomes for children are good.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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