

## Inspection report for early years provision

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<b>Unique reference number</b>	106880
<b>Inspection date</b>	05/05/2010
<b>Inspector</b>	Carol Cox
<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 was registered in 2000. She lives with her husband, and two sons aged 16 and 12 years, in Brislington, Bristol close to St Anne's Infant and Junior Schools. The whole of the ground floor of the property is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years at any one time. She is currently caring for six children in the early years age group at different times during the week. She is also registered on both the compulsory and voluntary parts of the Childcare Register and cares for an older child after school. The childminder regularly attends groups at Wicklea Community Centre and St Christopher's Church. She is a member of the local childminder support group and has recently completed a Level 3 qualification in childcare.

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

Overall the quality of the provision is outstanding.

The childminder offers warm and loving care in her well organised home and children make very good progress in all areas of learning and development. She makes significant relationships with parents, carers and others to ensure that each child's unique needs are identified and met. She has started to make formal evaluations of her provision and demonstrates continuous improvement through her successful implementation of the Early Years Foundation Stage.

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

To further improve the high quality early years provision the registered person should consider:

- continue to develop the good system already in place to record children's learning and identify next steps in learning

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

Children are effectively safeguarded because the childminder has a good knowledge and understanding of child protection issues. She has a copy of the Local Safeguarding Children Board procedures and knows the appropriate agency to contact should she have concerns about a child. She has a robust policy which she shares in writing with all parents and includes the procedures to follow should an allegation being made against herself or a member of the household. She displays the Criminal Records Bureau certificates for herself and members of the household. She ensures through careful checking that only those authorised to collect children from her care are allowed to do so. There are detailed and

thorough risk assessments of all aspects of her provision in place to protect children from harm. Children are encouraged to learn about safety through everyday activities, such as when crossing roads on daily walks and tidying toys away to prevent trip hazards. The childminder organises resources with full regard to each child's age and stage of development. Children can access toys appropriately and are confident that the childminder will be responsive if they need further resources to continue their play. For example, the childminder provides children with a wide range of mark-making equipment to help them 'write' their names on the credit cards they are making for their shop role-play. The childminder recognises each child is a unique being and works closely with parents and others to identify and meet their individual needs. Children learn to value and respect differences through simple discussions of every day observations. She has a high regard for equality and diversity and helps children learn to recognise and value the differences they observe in others.

The childminder has worked hard to implement the Early Years Foundation Stage and to ensure she meets the welfare requirements. She has an intuitive understanding of how children learn and develop which means that children make very good progress in all aspects of their care, learning and development. She has started to make a formal evaluation of her practice and clearly demonstrates how she addresses areas for development. For example, as one child gains greater fine motor skills she recognises the need to provide a wider range of scissors. The childminder builds close working relationships with parents and others who care for children. For example, she is working closely with one mother to ease their child's transition to full-time nursery by attending a stay and play session there prior to moving. Parents are invited to contribute their views of her practice; there are many examples of parents' appreciation of the care she offers their children. The childminder realises the value of working with other services and there is much documentary evidence to show how she takes an holistic approach to consider the care offered by the wider community. She is an active member of a local childminders' group and helps organise activities at a local toddler group. She has recently become a mentor for new childminders and is committed to ongoing professional development. She has recently completed a level 3 qualification in childcare. Children flourish and make very good progress in the thoughtful and intelligent care of this excellent childminder.

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

The childminder has an intuitive understanding of how children learn and develop. This is enhanced by her detailed system to record children's achievements and to plan for their future learning needs. Thus, she can clearly demonstrate how children make very good progress in relation to their starting points. The childminder shares her well documented records of children's achievements with parents and invites them to share information about their child's particular needs. She has a good knowledge and experience of caring for children with specific needs and ensuring their full inclusion in her provision, for example, incorporating physiotherapy exercises into games and songs which all children enjoy. The childminder promotes children's learning in all areas through a thoughtful and well

balanced range of activities designed to meet the learning needs and reflect the experiences of each child. For example, children decorate plant pots and plant sunflower seeds after a child had visited a garden centre at the weekend. Children count when playing with a tea set in their role play. Their speech and language skills are sensitively developed through the childminder's gentle prompting to help children pronounce words more clearly and develop their language skills. When children make 'credit' cards for their till the childminder encourages one child to write his name, he carefully makes marks and proudly says, 'That's me'. Children learn about their own community through regular trips locally and attending toddler groups where they have opportunities to socialise with others and join in large group activities, such as meeting fire fighters and their engine. Children practise their skills in everyday activities and enjoy learning skills which will support their future learning.

The childminder promotes children's health and well-being through every day routines and activities. Children are encouraged to become independent and begin to express their own physical needs. The childminder supports these burgeoning skills through sensitive and timely intervention. For example, a child takes himself to the toilet, the childminder goes up to help him wash his hands and praises him warmly. There are rigorous policies and procedures in place to ensure that children are treated appropriately should they have minor accidents. The medication procedure is robust and includes a system to record parents' written guidance and consent. The childminder offers healthy nutritious snacks and meals and is happy to support parents in developing good eating habits in young children. Children are protected from the spread of infection through stringent exclusion periods for infectious illnesses. Parents are asked to collect children should they become ill in her care. Children behave extremely well and are encouraged to consider others. They are each recognised and celebrated as individuals and demonstrate a strong sense of belonging engendered by the childminder's informed and attentive care.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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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