

## Inspection report for early years provision

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<b>Unique reference number</b>	EY405424
<b>Inspection date</b>	30/06/2010
<b>Inspector</b>	Rachael Williams
<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 was registered in 2010. She has two children and works from premises in the grounds of her co-minder's house, in Brentry, North Bristol. Childminding takes place in a purpose-built cabin in the garden to the rear of the house. Children have access to three rooms and a bathroom. There is a fully equipped kitchen. The cabin has its own enclosed garden area and a larger garden to the rear of the house, with a pond, is also available.

The childminder is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. When working alone she may care for up to four children under eight, two of whom may be in the early years age group. When working with another childminder, they may care for up to eight children under eight, five of whom may be in the early years age group, and of these, not more than 3 may be under 1 year at any one time. At present, the childminder has three children on roll; two of whom are in the early years age range.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has high regard for ensuring that children's individual needs are routinely met through her careful observations and positive relationships with parents, which keeps parents well-informed of the children's progression. Children make good progress in their learning and, on the whole, their welfare needs are promoted well. Systems to share information with other early years providers and professionals are in place. The childminder reacts effectively to identified weaknesses and adapts the provision to meet children's individual requirements. As yet, self-evaluation is not fully embedded.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a daily record of children looked after on the premises and their hours of attendance is consistently completed (Documentation) (this also applies to both parts of the Childcare Register)
- 16/07/2010

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

- develop assessment systems to identify learning priorities in order to implement future planning
- extend resources to reflect the diversity in our society
- develop the evaluation system further to ensure it plays an integral part in the identification of future targets and how these impact on children

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

Children's safety is a priority for the childminder. She ensures they are cared for in a safe and secure environment, thoroughly risk assessing all areas used by the children. For example, there is keypad entry via the garden gate to ensure that the childminder is fully aware of who is on site. She is very good at providing children with clear explanations so that they become aware of their own safety. For instance, whilst playing on the doorstep with a car the childminder offers the child alternatives and suggests he plays either on the lower step or in the play room so that he does not trip or catch his fingers in the door. Robust systems have been established to ensure that all adults on the premises have been appropriately vetted. The childminder closely supervises the children and ensures that high ratios are maintained through a weekly monitoring schedule. On the whole, children's attendance is recorded however, information was omitted on the day of inspection and this is a breach of a specific legal requirement. The childminder ensures that children are safeguarded through her sound understanding of child protection issues and availability of relevant literature.

Children benefit from a warm and welcoming environment. There is a good range of toys and resources available to the children although there are limited, accessible resources to reflect the diversity in our society. Children have a good sense of belonging for instance, their creations and photographs are prominently displayed. The childminder ensures that she is fully aware of children's individual requirements and routines before they attend. For example, a questionnaire is completed during a flexible settling in period. Parents receive a wealth of information about the childminding service such as, through regularly reviewed and easily accessible policies and procedures. Parents describe the setting as 'friendly and open'. The childminder has established appropriate arrangements to share information with external agencies/services and other early years providers should the need arise.

Through the monitoring of her first months as a childminder, she has adapted the physical environment well to meet children's developing needs. For instance, she has extended resources to support younger children as they improve their crawling and walking skills. The childminder is aware of the strengths and weaknesses of the provision and outcomes for children are good. As yet, her evaluations do not play an integral part in developing future plans to improve the setting further.

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

The childminder interacts well with the children teaching them new skills. For example, the childminder shows a toddler how to use the train whistle and he confidently repeats the action and shows glee at the sound he has made. Children enjoy listening to sounds for instance, a toddler is keen to let everyone know that there is an aeroplane or helicopter in the sky. The childminder acknowledges

children's interests and plans suitable activities to support their development. For example, the childminder observes a child's enjoyment when he is out in the garden and encourages him to be involved in nature trails where he can use his senses to investigate further. There is a balanced range of planned activities and child initiated play to ensure children are actively involved. Pertinent observations are used to show children's progression although these are not fully utilised to identify learning priorities.

Good relationships are established with the children and they feel confident and secure in their care. For instance, a baby thoroughly enjoys spontaneous cuddles from the childminder and relishes the praise she is given when she attempts to stand. Children show care and concern for each other. For example, a toddler selects a blanket for a baby so that she can snuggle it while she sleeps. Children's birthdays are celebrated which affirms their identity and develops good self-esteem. For example, an activity has been prepared so that children can make rice crispy cakes to share at a teddy bears picnic party.

Children benefit from healthy lifestyles. There are numerous opportunities for them to be outside and physically active. The childminder ensures that children are safe when out in the sun as they are encouraged to wear hats and sun cream is administered with the consent of parents. All children are included in activities. For example, a racing game is adapted so that a baby can race alongside a toddler; on a ride-on trike and car. They are engaged in mock crashes which introduces them to the importance of safety and wearing harnesses. Children are able to access drinks throughout the day and these are regularly replenished to ensure they remain hydrated. Children benefit from home-made, healthy and nutritious snacks and meals which meet their special dietary requirements. Children are beginning to be introduced to activities which support their understanding of healthy eating such as, growing peas and strawberries. Robust systems have been established to ensure that all administered medication and accidents, including existing injuries, are routinely recorded and promptly shared with parents.

## 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	3

### 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	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 16/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 16/07/2010