

Inspection report for early years provision

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Inspection date	22/09/2010
Inspector	Yvonne Campbell
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 was registered in 1998. She lives with her husband, an adult child, and a child aged 15 in Bishopston, Bristol. The whole of the premises are used for childminding and there is a fully enclosed garden for outside play. The premises are accessible at ground level

. The childminder is registered to care for six children at any one time, on the Early Years Register and compulsory part of the Childcare Register. She is also registered to care for older children on the voluntary part of the Childcare Register. There are currently three children on roll. Of these, two are in the early years age group. The childminder walks to a local school and nursery to take and collect children. She attends a toddler group at a children's centre on a regular basis. She currently works term time only.

The family has a cat and goldfish. The childminder is a Link Childminder providing support to newly registered childminders. She is member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are thriving intellectually and emotionally in the welcoming environment created in the childminder's home. Safe areas have been designated for play and children are able to move around freely to explore the resources and to learn through the provision of pleasurable activities through which they are gaining lasting life skills. The childminder has a good understanding of each child's needs and interest so she ensures that children also have learning opportunities by attending preschool groups and other community facilities. Partnership with parents have been established to provide children with continuity of care between home and childminding. The childminder has evaluated her practice using the self evaluation document provided by the regulator. Areas for her continuing improvement includes a plan for the childminder to work towards achieving the Early Years Professional Status qualification,

What steps need to be taken to improve provision further?

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

- improve the assessment arrangements for children and ensure continuity and coherence by sharing and obtaining relevant information from other setting where children receive early years education.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority as the childminder has a thorough understanding of her role in keeping children safe from the risk of abuse. All adults in the home have completed criminal record checks and children are closely supervised when out in the community and are never left in the care of others. The childminder knows many of the signs and symptoms of abuse and is confident about the action which must be taken if she has suspicions or concerns abuse may have taken place. She has developed a written safeguarding children policy which she shares with parents. An updated version of the local safeguarding children guidance booklet is kept accessible for reference if necessary.

The childminder has made excellent use of the available space both indoors and outdoors. Children learn through the imaginative and creative play materials accessible in the playroom. The natural cycles of nature are monitored and observed in the childminder's garden. Children plant and harvest various vegetables. They are also able to observe mini creatures such as slugs, snails and spiders in their habitat. A strength of the setting is its close location to a vibrant community where children are able to visit city farms to see animals, parks and observe trains when walking along local nature trails. The childminder is aware of the need for children to develop a positive view of difference and diversity. They have access to play material with positive images of culture and disability. Children also have activities to promote the awareness of how different people celebrate, for example, Chinese New Year and Eid. They also learn about more traditional festivals such as Easter and Christmas.

The childminder works closely with parents so they are aware of the policies and practices. Parents have access to all written policies including the safeguarding and complaints policies. The childminder ensures that there is a two way flow of information between home and childminding. Parents share information about changes which may affect children and the childminder gives regular feedback and completes individual daily diary for each child. Diaries are sent home and parents are invited to add their own comments. Children have smooth transition when they move on to nursery and reception classes as the childminder works with others to ensure they know the new routine and how she can help children to settle into the more formal education system. Information about children wellbeing is briefly shared with teachers at dropping off and collection times. However, though she has attempted to engage with other providers of early years education, to date, the information shared is not sufficient to provide continuity and coherence when planning activities for individual learning.

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

Children are eager, alert and show excellent disposition to learning. They self select favourite toys and play for long periods of time at chosen tasks. The childminder has a thorough understanding of the learning areas of the Early Years Foundation Stage. She provides interesting and stimulating resources which

children enjoy using during play. They play individual and also with others. The childminder is very knowledgeable about the methods that support children's learning. She sits closely and engages them in talk and also some physical demonstration. For example, when a child uses play dough to make a representation of a snake, the childminder uses similar sounding words in a simple rhyme which the child enjoyed hearing. When he makes a shark, she demonstrates a snapping action and the child shares what they know about sharks teeth. Shyer children show a strong sense of attachment to the childminder but are gradually increasing in confidence when socialising with others. They feel secure when there is a change in the situation and initial emotional upsets are quickly settled through her calm and reassuring approach and presence. Children soon feel free to continue their play and to talk with other adults. Children's language and vocabulary are developing at a pace. They can express themselves clearly using descriptive words to state what they are doing and also when making requests to have their needs met. Children are confident drawers, they mark make in the garden and use chalk to draw recognisable pictures of hot air balloons and rainbows on the paved area. Children show a strong interest in information technology equipment. They are beginning to learn how to operate the mouse to select an activity and complete an age appropriate task. The childminder also uses the computer photos as an aid to learning where they recall previous activities and learning experiences such as a trip to the farm. Children are captivated by the images and look at these intently for some time.

Children enjoy exploring and investigating in the garden which has several varieties of plants. They are excited and happy as they go outdoors to collect small tomatoes for their lunch time starter. The childminder reminds them to pick the ones which are ready to eat by looking at the red colour. They fill their bowls and when indoors place the tomatoes in a line to count them. Children are learning about the need for hygiene and wash their hands before washing the tomatoes. They are learning from a young age how to make healthy choices about the food they eat. The childminder provides a choice of fresh vegetables, for example, broccoli, potatoes and carrots so children can choose what they want and also try new things. The childminder seeks new ways to introduce children to food they may not like initially. For example, grating cheese instead of presenting it as a solid has enabled one child to try it and to discover he likes the taste. Children's healthy physical development is further promoted by regular walks and trip around the community and active play in the garden.

Children are kept safe in the home by an effective system for risk assessments and where risk is identified, the childminder has control measures in place. For example, children do not have unsupervised access to the kitchen as there is limited space. They know not to enter the kitchen as the childminder reminds them as she closes the safety gate. Children also have supervised access to the stairs and upstairs areas. Children are familiar with the procedure for leaving the home in an emergency. Fire drills are practised on a regular basis and the childminder ensures that it's an enjoyable activity so children are not unduly alarmed.

Behaviour is managed well as children are purposefully occupied at all times and the childminder informs them of changes in the routine before this happens. Younger children benefit from close contact with their older peers and all children play and learn together happily.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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

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

Outcomes for children in the Early Years Foundation Stage	2
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	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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