

Inspection report for early years provision

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Inspector	ISP Inspection
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been a registered childminder since 1996. She lives with her two children in a three bedroom terraced house in Bishopston, Bristol. Minded children have access to all areas of the home except the second floor. Minding predominantly takes place on the ground floor where there is a dedicated play room and toilet facilities. There is an enclosed garden for outdoor play. the family care for a cat, a rabbit and three guinea pigs.

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 and for a maximum of 12 children and eight years old when working with an assistant. Currently, the childminder has 30 children on roll who attend on a part-time basis; of whom 11 are in the early years age range. She does a school run to Bishop Road Primary School and St. Bonaventure Primary School. the childminding service operates from 8 a.m until 9 p.m and from 3: 15 p.m until 6 p.m during term time.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has developed positive relationships with the children and has good knowledge of their individual needs. Children are content and settled and engage in a balance of learning opportunities which ensures they make appropriate progress in their learning and development. Good relationships with parents and developing links with other early years providers ensure continuity in children's care. The childminder has accurate understanding of the provisions strengths and weaknesses and is beginning to take effective steps to evaluate, monitor and analyse identified improvements to ensure outcomes for children are good.

What steps need to be taken to improve provision further?

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

- extend resources to reflect disability
- develop further arrangements to evaluate, monitor and analyse the provision.

The effectiveness of leadership and management of the early years provision

Rigorous systems have been established to ensure suitability of all adults living or working on the premises to promote children's well-being. All records required for the safe and efficient management of the childminding service have been

established. Policies and procedures are regularly reviewed and updated to ensure the smooth running of the provision. All areas of the family home have been comprehensively risk assessed to ensure children are cared for in a safe and secure environment. Resources are easily accessible, encouraging children to make decisions about their play, and are suitable for the age, stage and development of the children who are cared for. The childminder and her assistant have been proactive in accessing relevant training to ensure children are safeguarded. They have good knowledge of child protection issues and have relevant literature and contact details to ensure prompt action is taken should an incident occur.

The childminder has developed positive relationships with children and encourages them to be involved in their care, learning and development. For instance, on entry to the setting children complete an 'All about me' form which ensures the childminder and her assistant have good knowledge of children's starting points and capabilities. The childminder ensures that children's individuality is acknowledged and respected. For example, the childminder ensures that activities are differentiated and adapted so that all children are included. Children are introduced to the diversity within our society through activities that reflect celebrations and festivals such as, artwork and word searches for Halloween. Some positive images and resources are available however, these do not fully reflect disability within the community.

The childminder works in partnership with parents and ensures the regular exchange of information for instance, through an up to date portfolio of the childminding service and the sharing of children's learning profiles and scrapbooks. The childminder gathers feedback from parents to influence the evaluation of the service. Partnerships with other early years providers are being developed. Good links have been established with one of the schools that the childminder collect from for instance, attendance at parent evenings and discussions with the reception teacher to ensure continuity in children's care.

The childminder works closely with her assistant and both are motivated to improve outcomes for children. The childminder has good understanding of the settings strengths for instance, acknowledging children's uniqueness as she carefully considers their interests and capabilities when planning activities, and the settings weaknesses such as, to track, analyse and evaluate improvements of the provision. As yet, identified improvements have not been evaluated alongside the impact they have on children.

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

Children are cared for in safe and secure in door and out door environments. The learning environment is well-organised to encourage children's independence and the childminder is mindful of children's individual needs. For example, she acknowledges that some of the children in her care are very tired and need quiet activities whilst others need to be outside and active for instance, playing basketball. Robust systems have been established to ensure children are collected

by a suitable adult for instance, through the use of a password system and photographic identification. Children remain safe when walking to and from school. They become aware of their own safety as both the childminder and her assistant discuss road safety and ensure that they are aware of boundaries. Appropriate safety measures are in place to ensure children's safety such as, stair gates prevent access to the kitchen and to the first floor. Children are regularly involved in evacuation procedures which further support their understanding of how to remain safe.

Children engage in a balance of activities for instance, role-play where children are able to use an electric till as they act out shopping scenarios. The childminder takes time to listen to the children and responds to their interests. For example, after the children pretended to grow 'big, yellow' flowers the children asked if they could create 'grass heads'. The childminder provided appropriate resources for the children to complete this activity and made relevant observations linking them to the aspects within the areas of learning and to the principal cards. The childminder uses her knowledge well to challenge children's development through developing relevant learning priorities which successfully influences future planning.

The childminder works in partnership with parents to provide appropriate snacks and meals according to their wishes. For example, on returning from school some children have a light snack such as, pancakes, whilst others have a home-cooked meal of jacket potato, cheese and beans followed by a selection of fruit and a home-made cake made and decorated by the children. Therefore, children are introduced to a healthy lifestyle and are able to make healthy choices. The childminder ensures that children's special dietary requirements are met. Drinks are readily available and children are encouraged to help themselves or to ask for assistance to ensure they remain hydrated. Robust systems are in place to ensure that accidents are dealt with promptly; both the childminder and her assistant have appropriate paediatric first aid qualifications. Good arrangements have been established to ensure that medication is accurately administered and 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

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	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

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	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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