

Inspection report for early years provision

Unique reference number	EY292195
Inspection date	14/12/2010
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 was registered in 2004. She lives with her husband, who also works as an assistant, and son in Bedminster, Bristol, close to the main shopping area. The whole of the premises is used, including a first floor bathroom, for childminding and there is a fully enclosed garden for outside play. The family has two cats; minded children may have supervised contact with them.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children when working alone. When working with an assistant she may care for a maximum of eight children under eight years old. She is currently minding 10 children on a part-time basis all of whom are in the early years age range. The childminder has experience of caring for children who have English as an additional language. The childminder regularly attends a toddler and network groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a well-organised, inclusive environment which encourages children to explore freely and safely. Their welfare is promoted well and close attachments are established. Children engage in a broad and balanced range of experiences which meet their individual needs and interests. Positive partnerships are established with parents and the childminder is developing partnerships with other early years providers and professionals. Overall, the childminder has good knowledge of the strengths and weaknesses of the provision and identifies actions to be taken to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further assessment arrangements to ensure clarity in children's stage of development and their learning priorities
- improve partnership working with other early years providers.

The effectiveness of leadership and management of the early years provision

The childminder works well with her assistant to ensure a stimulating environment is provided for all children. Children have a good sense of belonging and close relationships are established. The childminder is proactive in accessing relevant training and providing appropriate support for her assistant. For instance, both have attended relevant safeguarding training to ensure that appropriate

procedures are followed should a child protection incident occur. Consequently, children's welfare is safeguarded. All adults working on the premises have been suitably vetted to ensure children's well-being. The childminder is proactive in ensuring a safe and secure environment for the children. For example, appropriate safety measures have been put in place such as, stair gates to prevent access to the first floor and to the kitchen unless supervised. Appropriate risk assessments of all areas used by the children have been completed to ensure their ongoing safety.

On the whole, the childminder has good understanding of her provision through appropriate self-evaluation which includes children and their parents. For instance, an annual questionnaire invites parents to contribute to the monitoring process. The childminder identifies her strengths as her relationships with parents and the children, which is observed in the positive testimonials received from parents. For instance, parents comment on the 'stimulating environment', how the childminder 'invests time to create relationships' and how she 'plans exciting and interesting activities'. The childminder shows good knowledge of the areas on which she wishes to improve for instance, liaison with other early year's providers, first aid training for her assistant and ensuring that policies are regularly reviewed in-line with legislation. The childminder has made good progress since her last inspection and has engaged the support of a fellow childminder to address previous weaknesses in her practice.

An excellent range of resources are available to support diversity for instance, generations/disability jigsaws, multicultural finger puppets and people who help us hand puppets. The childminder has developed collages to reflect diversity and to provide positive images for the children. She engages children in a range of activities to support festivals such as Diwali, therefore enhancing their understanding of diversity. The local environment is used well to encourage children to become aware of nature and the change in seasons for instance, through regular nature walks where materials are collected to create collages. The childminder is developing communication systems to fully support children who have English as an additional language. Engagement with parents is positive therefore, information is regularly shared for instance, through the use of a daily diary, to ensure individual needs are met.

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

The well-organised provision encourages children to make decisions about their play as they initiate their own activities which are well supported by the childminder. For example, a toddler shows good spatial awareness as he pushes the shape sorter around the room. He empties its contents and the childminder uses mathematical language relating to shape and size to show the child how to stack the shapes to create a tower. A younger child is able to move freely and independently as he pulls himself up and cruises along the furniture to independently access toys and resources. Children are good communicators for instance, one child talks about his recent birthday and shows very good one-to-one

correspondence as he uses his fingers to show how old he is.

The childminder plans a broad and balanced range of experiences related to themes and children's interests. Observations and photographs of children's engagement in activities are evaluated to influence future planning. Systems to assess children's progress are being developed so that learning priorities are clearly identified alongside children's stage of development.

The childminder ensures that children feel safe and are confident and settled within the homely environment. Through her clear explanations to the children she reinforces expectations and boundaries to ensure appropriate behaviour and regard for each other's safety. For example, when two toddlers create a circuit and run with the pushchairs the childminder promptly reminds them of house rules and how, if they continue to run, they may hurt themselves or the crawling baby. The childminder uses appropriate strategies to manage the children's behaviour and when they continue to run she removes the pushchairs giving the children clear explanations as to why the behaviour was inappropriate. Children become aware of their own safety as the childminder has established an appropriate emergency evacuation procedure which the children are involved in on a regular basis. The childminder ensures that appropriate equipment and resources are readily available for a prompt evacuation such as, the availability of shoes by the door and money for a telephone call kept securely in a fire bag.

Children are introduced to healthy lifestyles through appropriate routines and engagement in relevant topics. For example, a parent comments that the healthy eating week initiated by the childminder provided a 'breakthrough for eating vegetables' for her child. Children are provided with healthy snacks and meals. For example, the childminder is a positive role model as she sits with the children as they all eat a selection of fruit for snack. Children are able to access their drinks independently to ensure they remain hydrated. Children are becoming aware of personal hygiene for instance, hands are wiped before snack-time. Older children are encouraged to wash their hands after toileting and use individual paper towels to dry their hands in order to prevent the spread of germs. Sound systems have been established to ensure that prior consent to administer medication is obtained from parents. The childminder has an appropriate medication record should the need arise to administer medication. Accidents are routinely recorded and promptly shared with parents to ensure continuity in children's care. Minor incidents are dealt with efficiently as the childminder has an appropriate paediatric first aid qualification.

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

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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

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