

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY412883
<b>Inspection date</b>	16/12/2010
<b>Inspector</b>	Debbie Starr
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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 lives with her husband and four children aged 18, 15, and twins aged four years in Avonmouth, Bristol, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the second floor, and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is currently caring for one child within the age range of the Early Years Register and three children within the age range of the voluntary part of the Childcare Register. All children attend on a part time basis. The childminder makes use of local facilities including toddler groups, library and parks and takes children to and collects from local schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's secure knowledge and understanding of children's individual needs enables her to promote their welfare and safeguard them generally well. The childminder has a satisfactory knowledge overall of how she promotes children's learning and development; her system of assessment is not yet sufficiently well developed. Most required documentation is maintained accurately. She builds sound relationships with parents, but these do not sufficiently focus on children's learning and development. The childminder understands her responsibility to make links with other early years providers. The childminder has begun to reflect upon her practice however this has not yet had a significant impact upon the outcomes for children. The childminder demonstrates satisfactory commitment to continuous improvement.

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

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

- obtain written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 17/01/2011

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

- develop further the use of observation and assessment to clearly identify children's starting points and their next steps in learning so that activities are planned effectively and offer suitable challenges
- develop further the system of self-evaluation to review the impact of targeted plans for the future and their effectiveness to bring about improved outcomes for children
- develop further the two way flow of information with parents to ensure continuity in children's care learning and development
- extend the range of resources that reflect diversity and offer regular experiences that promote children's awareness of the wider world

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

Appropriate arrangements ensure that all adults in the household have undergone suitable vetting procedures. The childminder's secure understanding of child protection issues and knowledge of procedures she should follow in the event of a concern about a child ensure children's well-being is safeguarded well. Most required documentation is in place however written parental permission to seek emergency medical advice or treatment is not obtained. This is a breach of the statutory requirements. Daily visual checks and appropriate risk assessments ensure children are cared for in a safe and secure environment. Children freely access adequate toys and resources such as books, building blocks and shape sorters. Resources that reflect the diversity of the wider world and opportunities to take part in activities that reflect difference are few. Regular use of the garden and visits to local parks, provide opportunities for physical play and promote children's awareness of their local community

The childminder builds positive relationships with parents. They are informed of her practice through discussion, written policies, a daily diary and displays in her dining room. She exchanges information about children's activities and well-being throughout the day. Parents and carers are encouraged to share what they know about their children, thus ensuring their individual needs are met and supported. These discussions however, do not focus sufficiently on children's learning and development. The childminder understands her responsibility to established links with other early years providers to ensure continuity in children's care, learning and development. This does not apply at the time of the inspection.

The childminder has started to reflect upon the quality of her provision and her practice since registration. She has sought and acted upon the advice of her early years consultant for example, ensuring all written policies such as safeguarding are appropriate. She has identified some areas for improvement; particularly with regard to children's learning and development and her understanding of equality and inclusive provision. She recognizes the need to develop her knowledge through training however has not yet accessed this. The childminder demonstrates a satisfactory commitment to continuous improvement so as to bring about positive outcomes for children.

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

Children are settled and secure at the childminder's; because she has taken time to get to know their individual backgrounds and needs. Children make satisfactory progress in their learning and development, because the childminder has a sound understanding of how children learn and develop overall. Discussion and information gained from parents about their children when they first start does not sufficiently focus on children's development so as to contribute to the assessment of children's initial capabilities. She has however started to observe what children know and do on a regular basis and link these to the learning and development guidance. She offers resources and activities that reflect children's interests and opportunities for learning across the six areas. She does not however, use these observations to effectively evaluate and identify children's next steps in learning so as to offer suitable challenges at all times and as a result refers to children's progress in broad terms. Consequently, she is unable to share with parents appropriate next steps in learning so that there is continuity in their learning and development. Children's interest in boats is supported through a variety of activities. They enjoy visits to the harbourside, look at boats in books, sing songs and take part in craft activities. Children are starting to listen to the childminder and follow her instructions. They are interested in books and locate familiar figures. Children's emerging language is supported through the repetition of sounds and words. Children re-enact their everyday experiences when attempting to give drinks to a cuddly toy.

Children develop an understanding of healthy lifestyles through daily walks to parks and regular access to the garden. They enjoy balanced and nutritious home prepared meals and are offered fresh drinking water throughout the day. Children are encouraged through appropriate hand washing routines after nappy changing to develop an understanding of good hygiene. Children develop an awareness of how to keep themselves safe in the home through regular practise of the evacuation procedures and road safety when on outings. Children form strong attachments to the childminder and their self-esteem is promoted through the childminder's frequent praise and encouragement.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----