

Inspection report for early years provision

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Inspection date	04/01/2011
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 has been registered since January 2004. She co-minds jointly with her daughter. The childminder lives with her husband and one adult child in Sea Mills, Bristol. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play. The family have pet tortoises.

The childminder is registered to care for maximum of five children at any one time when working alone and up to eight children when working with her co-minder.

She is currently caring for nine children under five years. Children attend on a part-time and full-time basis.

The childminder takes children to toddler groups, parks and local places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Positive and caring relationships are established with the children to ensure that they are confident and settled. Highly effective relationships with parents ensure the individual needs of children are valued and respected. Children make good progress in their learning and development and overall, their welfare is well promoted. Systems to share information with other early years providers and professionals have been established. The childminder works cooperatively with a co-childminder to ensure accurate understanding of the strengths and weaknesses of the provision.

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 learning priorities are identified in order to influence future planning
- ensure first aid box is appropriately stocked to meet the needs of the children
- improve systems to record medication to ensure an accurate time of when medication is administered is recorded to share with parents.

The effectiveness of leadership and management of the early years provision

Comprehensive risk assessments of all areas used by the children, including the garden, have been completed to ensure that children are able to play safely within a secure environment. Through effective dialogue with parents and appropriate documentation the childminder ensures that children are collected by a suitable

adult. Effective systems have been established to ensure all adults working or living at the premises have been appropriately vetted. The childminder has good understanding of child protection issues including appropriate procedures to follow should an incident occur to ensure children are safeguarded.

The childminder has ensured that key priorities identified at her last inspection have been promptly addressed, for instance, gaining parental consent to transport children in her car. When planning for future improvements the childminder has considered the impact they will have on children. For example, the childminder consistently updates her toys and resources to reflect the children in her care, for instance, one of her priorities is to provide equipment such as a rigid tunnel to support babies to develop their mobility. The childminder has a good understanding of the strengths of the provision, for instance, working alongside parents to improve outcomes for children and of the weaknesses, for instance, maintaining documentation. The childminder has made excellent improvements to the learning environment. She listens carefully to the children and takes their ideas on board, for instance, creating a fairy garden. The playhouse in the garden is exceptionally well-equipped with high-quality toys and resources which are easily accessible to the children so that they are able to make independent choices about their play.

Parents are well-informed about the provision and receive a wealth of information regarding the childminding service and the achievements of their children for instance, through a daily book of observations. Parents offer very positive testimonials regarding the service provided. For example, one parent comments that the childminder 'encourages confidence and politeness in a stable environment'. Systems have been established to ensure information is shared with all relevant parties to ensure the continuity in children's care.

The childminder provides a supportive, homely environment which encourages children to be independent, confident and settled. The childminder has established loving and caring relationships and each child is valued and respected as an individual. For example, the childminder ensures excellent knowledge of children's individual routines and requirements through her discussions with parents regarding starting points and capabilities. Through this, children thrive. Children are cuddled close and have an excellent sense of belonging. Behaviour is exemplary as children are clear on boundaries and expectations. Excellent use is made of the local environment to encourage children's understanding of diversity and to enable children to explore nature.

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

Children are involved in well-planned activities which meet their individual needs and interests. Through good collaborative working, children are given individual attention for instance, to offer clear explanations of how certain toys operate such

as the doors on the tram. The toddler shows excellent fine motor skills as he pushes the buttons and slides the doors. The child is supported in his interest of vehicles. For example, the childminder helps him observe the differences for instance, that the Tuk Tuk has three wheels.

Children enjoy a broad and balanced range of experiences both child-initiated and adult-directed. Through discussions with parents and her observations the childminder has good knowledge of children's starting points and capabilities and uses these to plan interesting activities. The childminder is beginning to develop systems to assess children's progress. As yet, her observations are not used consistently to identify learning priorities and therefore, do not influence future planning.

Children are cared for in a safe and secure environment where their safety is paramount. Appropriate safety measures have been established for instance, strategically placed plant pots to support children as they ascend and descend the steps to the playhouse. The childminder is vigilant. On noticing that children were removing the cushions from the iron bars on the fire she adapted her practice and securely installed foam to ensure younger children's safety. Children become aware of their own safety for instance, through regular evacuation drills and a visit from the fire services to support children's understanding of potential dangers. Children are protected on outings. The childminder obtains written permission from parents to escort children to local amenities and places of interest. To further ensure children's safety, stickers are placed on the children's back with a relevant phone number in case of emergency.

Children learn to respect each other and living things. For instance, the childminder supports the children to feed the tortoises and to look after them. The childminder ensures hygiene is maintained with regard to hand washing for instance, children dry their hands on an individual towel to prevent the spread of germs. Minor incidents are dealt with promptly as the childminder has a relevant paediatric first aid qualification. Although the childminder has a first aid box its contents are not regularly monitored and some items have passed their expiry date. The childminder has an appropriate medication policy and ensures that she gains consent from parents to administer medication however, the details on the record are not clear as to when medication was administered. The childminder introduces children to healthy lifestyles. There are regular opportunities for children to be outside and active for instance, in the well-equipped garden or at the park. The childminder prepares home-made meals and ensures special dietary requirements such as, dairy intolerances, are adhered to. Children are able to access drinks independently to ensure they remain hydrated. Therefore, outcomes for children are good.

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	1
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	1

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	1
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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