

Inspection report for early years provision

Unique reference number	EY277605
Inspection date	04/01/2011
Inspector	Rachael Williams
Type of setting	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.

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
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 2004. She co-minds with her mother, from the family home in Sea Mills, Bristol. The whole of the ground floor is used for childminding and a first floor bedroom accommodates children's sleep. There is a fully enclosed garden for outside play. The family have pet tortoises.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for maximum of four children under eight years old at any one time, when working alone, and up to 10 children when working with her co-minder. She is currently caring for four children in the early years age range .

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children's welfare is well promoted. The childminder has excellent knowledge of children's individual needs recognising and valuing their uniqueness. Children make good progress in their learning and development through the establishment of caring relationships, the provision of a supportive environment and exemplary engagement with parents. The childminder has an accurate understanding of the strengths and weaknesses of the provision and is beginning to take effective steps to improve it.

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 used to provide appropriate challenges
- 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

Children are cared for in a safe and secure environment. The childminder has established effective collection arrangements to ensure that suitable adults collect each child from her care for instance, suitable adults are detailed on children's registration forms, have been met and are aware of a relevant password. Effective systems have been established to ensure all adults living or working on the premises have been appropriately vetted. The childminder has sound knowledge of child protection issues, including appropriate procedures to follow, to ensure children are safeguarded.

The childminder works collaboratively with her co-childminder to ensure children's individual needs are routinely met and that the provision is adapted so that all children are included in ventures. Children thrive in the excellent, caring relationships which are established with the childminder. For example, a baby smiles and giggles when cuddled close for a story and for feeding. The childminder has good understanding of her strengths for instance, the provision of a welcoming, home based environment where parents are included at each stage and their contributions valued. Evaluation systems are beginning to be developed to include possible improvements for instance, in the organisation of documentation, and how these will impact on children's future development. The childminder has taken positive steps to successfully address recommendations from the last inspection in order to maintain continuous improvement. For example, updating her knowledge of the complaints procedure and ensuring appropriate documentation is available to record incidents.

The childminder provides an excellent and enabling environment which thoroughly supports children's interests, capabilities and independence. The playhouse, which is exceptionally well-equipped with high-quality and diverse toys and resources, is an effective addition as it encourages children to explore independently and to make choices about their play and learning. Through the childminder's own interest children are very well supported in their creative development for instance, the childminder supports children to make their own resources such as, a rigid train track and musical instruments. Excellent use is made of the local environment to further support children's social skills, curiosity in nature and their physical development.

Exemplary engagement with parents ensures continuity in children's care, learning and development. Positive relationships are established through daily discussions and the use of a day book therefore, parents willingly contribute to their children's development. For instance, sharing concerns and ideas about appropriate feeding and sleep patterns to support a child's changing routine. Parents offer very positive testimonials regarding the childminding service for example, the provision of a 'happy, family home' where 'loving, open and caring people' provide 'stimulating play'. At present, none of the children on roll attend another early years provision or require support from other early years professionals. However, the childminder has established an appropriate system to ensure the triangulation of information regarding the child.

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

An enabling, homely environment encourages children to explore freely and independently. The childminder is mindful of children's interests and incorporate themes and topics to challenge children's development. For example, following a visit from the fire services the childminder values a child's interests in fire engines and develops a range of creative activities for him to explore. The childminder interacts well with the children to support their development. For example, as she shares a story with a toddler she encourages him to name the animals and to

make their sounds therefore, promoting good communication skills. He confidently pushes the buttons and exclaims 'button yellow like a banana'; he is praised for the smile. Children's behaviour is exemplary. Through constant support and involvement in interesting activities there are little opportunities for children to be bored or disinterested. They are very secure on house rules and boundaries and therefore thrive in a homely environment.

The childminder observes children's engagement in a broad range of activities and links these to the aspects within the areas of learning to ensure children are actively involved in a balanced range of experiences. For example, the childminder acknowledges a child's love for vehicles such as, Tuck Tuck and German bus therefore, she initiates a creative activity where the child can push and pull vehicles through paint to create tracks. Activities are well-balanced with some being adult directed and others being child initiated. These observations are used to identify next steps however, these do not always reflect what the child's learning priorities are and therefore does not consistently influence future planning.

Children are cared for in a safe and hygienic environment as the childminder has implemented appropriate safety measures for instance, a stair gate to prevent access to the first floor. An appropriate emergency evacuation procedure has been established which is practised with the children consequently, they are becoming aware of their own safety. Appropriate equipment such as, wrist reins and car seats, are used to ensure children's safety on outings. The childminder discusses road safety with the children to improve their understanding of their own safety. Children become aware of healthy lifestyles through the daily routines established by the childminder. For example, older children are able to access toilet facilities independently and learn how to wash their hands appropriately using antibacterial soap and drying them on an individual towel. Hygiene is maintained when children's nappies are changed with appropriate facilities for disposing of nappies and ensuring children's privacy. The childminder has attended an appropriate paediatric first aid course and ensures that her knowledge is updated regularly. The childminder has several first aid boxes however, some items have expired and need to be replaced. The childminder ensures appropriate parental consent is obtained before administering medication however, recorded details are not clear as to when medication is administered.

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
--	---

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

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

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
--	-----