

Inspection report for early years provision

Unique reference number	EY251404
Inspection date	11/01/2011
Inspector	Debbie Starr
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 to care for children since 2003. She lives with her husband and two adult children in Ashley Down, Bristol. Minded children have access to all areas on the ground floor. Toilet facilities are located on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be within the early years age range. She also works with an assistant at times and when the assistant is present she may care for up to seven children. The childminder is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for six children within the age range of the Early Years Register. All children attend on a part time basis. The childminder makes use of local facilities and places of interest and collects children from school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively identifies, plans and meets the individual needs of children in her care, enabling her to promote their welfare and development well overall although one statutory requirement is not met. The childminder's good knowledge and understanding of how children learn through a balanced range of activities supports children to make good progress in their learning and development. Good partnerships with parents ensure continuity in children's care, learning and development. Partnerships with all other early years providers that children attend are not yet well established. The childminder demonstrates a strong commitment to continuous improvement. Good use of self-evaluation enables the childminder to identify most areas for development, thus ensuring the outcomes for children are good.

What steps need to be taken to improve provision further?

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

- develop the record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 21/01/2011

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

- establish a two way flow of information with all early years providers that children attend to ensure continuity in children's care learning and

- development
- update the record of risk assessment to include any assessment of risk for outings and trips

The effectiveness of leadership and management of the early years provision

Appropriate arrangements ensure all adults in the household have undergone suitable vetting procedures. The childminder's good working knowledge of child protection issues and understanding of the procedures she should follow if she has a concern about a child ensures children's wellbeing is well safeguarded. Most required records and documentation are well maintained and shared with parents. The childminder is vigilant in assessing risk both within the home and on outings and takes appropriate action to minimise this, for example, when the family dog joined the household. This is not however, reflected in written records which lack some detail and do not include any outings. Some aspects are a breach of the statutory requirements. The bright well laid out environment gives children easy access to a wide range of good quality toys and resources such as; home made games and story sacks that support their play and reflect their interests. Visits to a variety of local groups, parks, library and community farm promotes children's awareness of their local community. The childminder has a good knowledge of individual children's backgrounds and needs and this is reflected in activities, experiences and resources. Children's diverse backgrounds are embraced through the effective use of children's home languages and the involvement of parents in sharing aspects of their culture through song, dance and food.

The childminder demonstrates a strong commitment to her continuous improvement through effective self-evaluation that is well targeted in most areas of her practice. She has recently started the Bristol Standard quality assurance scheme and consolidated her understanding of safeguarding through training. She gives strong emphasis to partnership with parents and incorporates their views and works closely with them, for example when developing her outdoor area. Recommendations from the last inspection have been addressed fully, consequently the outcomes for children are good.

The childminder builds highly positive relationships with parents, who are very appreciative of the care given and progress their children make. They are well informed of her practice through discussion, comprehensive written policies and procedures and highly informative newsletters. Overall, each child is valued and their individual needs are identified and met. This is achieved through frequent discussion, daily communication books, access to written observations and regular exchange of information about children's progress and priorities in future learning. Effective links with all other early years providers that children attend are not well established.

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

Children settle quickly with the childminder and are at ease and secure within her home. The childminder knows them well and understands how she helps them to settle and separate confidently from their parents. Children make good progress because the childminder uses her observations of what children know and do to clearly identify and individually plan for their next steps in learning. Discussion and information gained when children first start clearly identifies their capabilities and contributes effectively to the process of assessment. The thoughtful lay out of her home invites children to be curious. They spontaneously choose and are encouraged to discover for themselves how items such as cameras and self-powered torches work. Thoughtful prompts from the childminder encourage children to develop their own ideas and to problem solve. Children recall their experiences and choose small figures that represent animals they have seen on visits within the community. They start to sort and match them and draw comparison in size. Children sit comfortably at child-sized furniture and manipulate and mould dough. They share their ideas between themselves and share resources such as play knives and shape cutters. The childminder extends this activity by introducing and role modelling the use of different tools that create a range of effects and shapes which children are eager to attempt. Extension of language through the introduction of descriptive words and the linking of number to objects supports children's development further. Children enjoy dressing up and express their experiences and imaginations through their play. Children demonstrate a sense of caring for others using dolls and talk about imaginary forests and the animals within.

Children develop an understanding of healthy lifestyles through daily opportunities to be in the fresh air. Children smile with delight as they jump to catch bubbles in the garden and are encouraged to observe the effects of the wind. Trikes and scooters support the development of balance and co-ordination. Visits to local parks extend opportunities for physical play. Children enjoy nutritious and balanced home prepared meals which at times include fresh vegetables grown by themselves. They access drinks throughout the day from their own drinking cups and are developing an awareness of hand washing at appropriate times. Frequent practice of the evacuation procedures and developing awareness of road safety when on outings promotes children's understanding of how to keep themselves safe. Children's confidence and self-esteem increases due to the frequent praise and encouragement and consistent and clear approach by the childminder. Young children are supported well to understand what is expected of them and they are starting to share. They listen, follow instructions and respond through their developing language to direct questions and requests such as, the tidying away of toys and as a result develop skills for the future.

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	3
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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