

Inspection report for early years provision

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Inspection date	10/01/2011
Inspector	Carol Cox
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 1998. She lives with her husband in a garden flat in the Clifton area of Bristol. Minded children have use of all areas within the home, which includes play spaces and quiet areas for resting. Outside, there is an enclosed garden. The family have a pet dog. The childminder is registered on the Early Years Register to care for three children under eight. She may care for three children in the early years age group at any one time, one of whom may be under one year. The childminder currently cares for four children in the early years age group at different times during the week. She is also registered on the voluntary and compulsory parts of the Childcare Register. The childminder receives support and advice from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers a calm and loving environment in which young children are free to explore and express themselves. She is well organised and committed to ongoing professional development to ensure that her practice continues to meet the highest standards. The childminder builds significant relationships with parents and others to identify and promote the unique needs of each child. She is a reflective practitioner and evaluates her provision daily. The childminder ably demonstrates capacity for continuous improvement through her successful implementation of the Early Years Foundation Stage and the excellent progress children make.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- practise fire drills regularly with all children who attend

The effectiveness of leadership and management of the early years provision

Children are very effectively safeguarded because the childminder has an excellent knowledge and understanding of children protection issues. She recognises the importance of having current knowledge of local procedures and prioritises safeguarding training. She shares her concise and fully detailed safeguarding policy with parents who sign to confirm that they have read them. Children are never left with unvetted adults and only those identified and authorised by parents are allowed to collect children. The childminder makes robust and regular risk assessments and checks of all aspects of her provision. Generally she practises the fire evacuation procedure with most children who attend. The vast range of toys

and resources is made easily available to children and is carefully planned to support and stimulate learning based on their interests. For example, at present the children love anything to do with babies. The childminder has on offer several dolls of different shapes, sizes and ethnicity, a large selection of clothes, bottles and buggies. Through imitating familiar scenes children happily change nappies, give bottles and dress their 'babies'. Children are encouraged to tidy away and become aware of risks that might affect others, a young child is reminded that the toddler is not as steady on her feet so they should make sure she doesn't trip. The childminder has a high regard for equality and diversity. She helps children learn about diversity naturally through their discussions and observations about the people they meet in the local community and further afield. Through carefully built relationships with parents and others the childminder recognises the individual needs of each child. She shares information with parents and others involved in children's care. For example, one child goes to nursery, the childminder and the key person share a diary with the parents, so all get a full picture of the child's progress.

The childminder works hard to implement the Early Years Foundation Stage and attends regular training. She organises her setting to concentrate on meeting the needs of the children in her care. For example, she chooses not to care for older children so young children never have to break their activities to rush off on a school run. This means children learn to concentrate, complete their chosen games and enjoy spontaneous and challenging play. The childminder has made an evaluation of her provision and invites parents to proffer their own comments through regular questionnaires. The questionnaires demonstrate the great appreciation of parents who value the quality of care their children receive and the flexibility she offers to meet the changing needs of families. The childminder clearly and fully demonstrates her capacity for continuous improvement through her thoughtful and well informed implementation of the Early Years Foundation Stage and the extremely good progress children make in her care.

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

The childminder has an intuitive understanding of how children learn and develop. She has developed a system to record children's progress evidence by written observations and photographs of their achievements. She uses these records to assess their progress and plan for next learning. Thus, she has an extremely good knowledge of each child and is able to support and extend their learning through both planned activities and their own play. The childminder plans enjoyable and challenging learning and development experiences which cover every area of learning. She is skilled at recognising opportunities for progressing learning through child-initiated play. For example, through caring for dolls children develop fine motor skills fastening bibs and poppers. Children express themselves creatively when re-enacting familiar scenes from home. They begin to count and match bibs and bottles to dolls and show an understanding of caring for others. They sing number songs happily as they move around the room and snuggle up for a favourite story. Children's knowledge of the community and the wider world is

enhanced by their regular trips to a toddler group, the zoo and a nearby city farm. Children make excellent progress, particularly in communication, language and literacy; the childminder uses challenging questioning to prompt children to express themselves clearly. Their excellent progress is shared with parents verbally and through scrapbooks which detail achievements, next steps in learning and progress towards the early learning goals.

Children's health and well-being is very well promoted through excellent hygiene routines, healthy and nutritious food and drink and plenty of fresh air and exercise. The childminder helps children learn to keep themselves healthy through everyday routines which become part of their fun. For example, when washing their hands before snack time children play with bubbles and chuckle with delight. The childminder explains to them that it is important that germs are washed away before they eat. There are stringent procedures in place to administer medication safely and treat minor injuries. Children are confident, happy and show affection for the childminder who clearly loves being with them. They have a good understanding of the house rules and behave beautifully with gentle and sensitive explanations when problems arise. Children develop a keen curiosity to explore and experiment supported by the stimulating environment and freedom to explore and experiment. Through the exceptional and warm care offered by the childminder they learn independence skills which will support and promote their learning in 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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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