

## Inspection report for early years provision

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<b>Unique reference number</b>	106725
<b>Inspection date</b>	31/01/2011
<b>Inspector</b>	Rachael Williams
<b>Type of setting</b>	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 was registered in 1998. She lives with her husband and three adult children in Ashton, Bristol. The whole of the ground floor of the property and main bedroom and bathroom on the first floor are used for childminding. There is a secure garden for outside play. The family care for two pet cats.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children under eight years at any one time. She is currently minding five children; all of whom are in the early years age group. The childminder walks to local schools to take and collect children. She attends the local toddler group on a regular basis and is a member of Bristol Childminding Network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress in their learning as they receive individual attention and caring relationships are established. Overall, children's welfare is promoted well. The childminder engages with parents well and ensures they receive good information regarding the childminding provision. Partnerships with other early year's providers and professionals are being developed. Sound systems are in place to monitor the provision however, this is not fully embedded with regard to the impact improvements may have on the children.

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

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

- develop systems to record regular evacuation drills
- develop further assessment arrangements to ensure children's learning priorities are identified
- improve arrangements to monitor the provision to ensure priorities are fully identified relating to the impact they have on children

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

Children are cared for by a vigilant childminder who is committed to promoting their safety within a safe and supportive environment. She has been proactive in ensuring that all adults residing at the premises have had appropriate police checks. Good systems are in place to ensure that all areas used by the children are appropriately risk assessed and monitored through the use of accident records. Appropriate safety measures have been put in place to ensure children's well-being

for instance, a stair gate prevents children accessing the kitchen. Children are mindful of their own safety for instance, a toddler is aware that he needs to sit whilst eating so that he does not choke. The childminder organises the environment so that all children can move freely and ensures appropriate resources are available to enhance children's independence for instance, in their mobility. The childminder has good knowledge of child protection issues for instance, the possible signs of abuse and the procedure to follow, through regular and ongoing training.

Children enjoy their time with the childminder as close and caring relationships are established. The childminder has good knowledge of children's starting points through her initial discussions with parents during a gradual settling in period. The childminder ensures each child receives individual attention, valuing and respecting their unique qualities. For example, a child chooses a favourite book and cuddles close to share it. He listens and responds well as the childminder identifies similarities and differences as she relates them to his own experiences. Children are introduced to relevant festivals such as, Chinese New Year. A young child thoroughly enjoys mark-making and using a range of materials to decorate a dragon. There is a good range of toys and resources to reflect the diversity in our society.

As yet, the childminder has not fully developed systems to share information with other early year's providers and relies on the parents to share pertinent information. The childminder engages with parents well to ensure continuity in children's care, learning and development. She ensures that parents are aware of her policies and procedures which are regularly reviewed therefore, ensuring the smooth running of the provision. Parents provide positive testimonials to the childminding service for instance, they describe the family home as 'cosy and secure' where a 'variety of daily activities in different locations is a real boost'.

Satisfactory systems are in place to monitor the provision. For example, the childminder has appropriate understanding of the strengths such as, her interaction with the children, and weaknesses such as, identifying children's learning priorities, of the provision. As yet, self-evaluation is not fully embedded into the childminding practice. The childminder is keen to secure continuous improvement and has taken positive steps since her last inspection to address issues arising such as, ensuring an accurate record of children's attendance to ensure ratios are fully maintained.

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

The childminder ensures children have independent access to a range of good quality toys and resources therefore, children are able to make choices in their learning. The childminder has good knowledge of children's interests and organises the play space to incorporate these. There is a good balance of experiences both child-initiated and planned to ensure children are appropriately challenged. The childminder interacts well with the children for instance, introducing new words as

a young child successfully links construction pieces together to make an aeroplane. He is able to identify the engine, wings, tail and wings. The childminder is exceptionally good at acknowledging children's use of vocabulary and sensitively corrects mistaken words for instance, she corrects driver for pilot.

The childminder is currently developing a system to assess children's progress. She uses photographs, with relevant consent from parents, to show children's engagement in a range of activities. These are linked to the aspects within the six areas of learning to monitor the balance of experiences. However, as yet, the system does not identify children's next steps in learning to ensure future experiences build on what children already know.

There are numerous opportunities for children to be physically active. For example, a young child thoroughly enjoys negotiating space as he pushes the buggy along in his role play. There are good arrangements in place to ensure children's hygiene with regards to the family's cats. For example, the childminder ensures that the cats receive treatments for worms and fleas on a monthly basis and that children cannot access their feeding bowls. Appropriate hand washing arrangements ensure children's hygiene for instance, children use paper towels to dry their hands in order to minimise the spread of germs. Young children independently access tissues and wipe their noses therefore, showing an awareness of the hygienic routines established by the childminder. Children are aware of their own needs for instance, a young child, on his first day with out nappies, confidently asks to visit the bathroom.

Good use is made of the local environment to enhance children's experiences for instance, to develop children's natural curiosity the childminder escorts them to local places of interest such as, Blaise Castle and Clevedon beach. The childminder ensures each venue is appropriately risk assessed and that children are protected on outings for instance, through the use of wristbands should a child become lost. The childminder establishes sensible boundaries to ensure children's safety for instance, minded children do not use the family's trampoline as there is no enclosure. The childminder has established an appropriate fire evacuation procedure however, fire drills are limited and these have not been recorded to ensure children's ongoing awareness of safety.

## 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>	2
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	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3

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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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