

## Inspection report for early years provision

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<b>Unique reference number</b>	106852
<b>Inspection date</b>	30/11/2010
<b>Inspector</b>	Susan Harvey

<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 registered in 1998. She lives with her partner and three children aged nine, 11, 14 years old. They live in a three bedroom house in the Fishponds area of Bristol. Children have access to the ground floor, bedrooms for sleeping and two bathrooms upstairs and down. A fully enclosed outdoor play area is available for children to use. The family have three polecats, one gerbil, one lovebird and land snails.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for six children under eight years when working alone. She is registered to care for a total of seven children under eight years when working with another childminder or assistant, of these no more than six may be in the early years age group, and of these no more than three may be under one year. There are currently 10 children on roll of these 6 of whom are under five, some in part-time places.

The childminder is a member of the National Childminding Association; she is qualified to National Vocational Qualification level 3. The childminder takes and collects children from school and toddler groups, soft play, library and local parks regularly.

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

Overall the quality of the provision is good.

The childminder has a well developed understanding of children's individual needs and uniqueness. She regularly works with an assistant who is very much part of the children's learning and development. They have created a good routine by working together as a team which has a positive impact on children's welfare and care. The childminder is inclusive in her practice and successfully promotes children's learning in line with the Early Years Foundation Stage regulation and requirements. The childminder has identified areas which she would like to develop, such as gaining a childminding accreditation and improving the garden for children after the building work on the house has been completed. But a self-evaluation of the whole setting is not maintained nor does it include the views of parents and children. The childminder and her assistant are very motivated in their capacity to improve and take the initiative to attend regular training events to gain qualifications. This has a good impact on learning outcomes for children.

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

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

- develop a process for ongoing self-evaluation that covers all aspects of

welfare and learning and takes into account the views of children and parents

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

The childminder has a good understanding of safeguarding issues, policies and procedures are in place for the protection of children. She has attended a child protection course and has the appropriate documents in place which will enable her to make a decision about who to contact and what to do in the event of a concern about a child. The childminder's focus is the safety of children. Using a thorough risk assessment she has identified risks on and off the premise and has maintained a record of when and by whom they were checked. The childminder and her assistant help children to keep themselves safe in the home which includes encouraging them to tidy up toys after use and taking part in an emergency evacuation drill. Overall, learning to keep safe has a great impact on children's future understanding of safety issues.

There is a good level of communication between the parents and the childminder. This is done mostly through verbal feedback. However, parents willingly comment on the childminder's service by writing letters of commendation about what she provides and the flexible arrangement in place in order to accommodate their working pattern. Parents are aware of the childminder's policies and procedures as they have their own personal copies. A well documented complaints procedure informs parents of the process that will be taken in the event of a complaint. The childminder uses a clear system which enables her to assess and monitor children's progress. This is regularly shared with parents. The childminder is in the process of evaluating her practice, but this has yet to be formally developed. At the present time the childminder has no links with other early years settings through the children in her care; however she is well aware of the need to connect with other settings if necessary. Parents are made fully aware of their children's progress and have the opportunity read their child's learning journal and make comments if they wish.

Children make good progress in their learning and development. They thrive in the care of the childminder and her assistant and are content while they play. The childminder is inclusive in her practice and each child has the opportunity to contribute to their own learning as the planning of activities centre's around their interests. They also have access to good quality toys from a designated playroom filled with resources. Children are able to make their own choices about what they would like to play with, not only from the photographs prepared by the childminder of toys in the store cupboard, but also from the stimulating selection in the play room. Children thoroughly enjoy learning through play; they have a wide range of experiences and are well supported in their learning through the childminder and her assistant's good understanding of the Early Years Foundation Stage regulations and requirements. From the evidence seen concerning the method used by the childminder to identify children's individual learning needs, a well documented record of their progress is regularly maintained. This is supported through a series of photographic evidence. Regular monitoring of their progress gives the childminder a good understanding of the children's next steps in their learning.

Equality and diversity is promoted through the use of books, puppets, dressing up clothes and practical activities linked to various festivals. As a result, the individual needs of the children are met and cultural heritage acknowledged.

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

Children are secure in the care of the childminder and her assistant; they have a strong sense of belonging. They are very happy and settled and show high levels of confidence and self-esteem through the encouragement and support shown by the childminder and assistant. Children have a positive relationship with both as they frequently call their names when needing help or support. Children delight in their play and achieve well. They are provided with a good range of activities to learn through play. For example, babies and young children are able to explore technology in toys, for example, pressing buttons to make music; they are learning the routine and move around their environment with interest. Generally the children love to sing and dance creating sounds with rain sticks, shakers and singing along to taped nursery rhymes. Children use an interesting range of resources while role playing; a space ship and models are attractive as much as playing with a shopping trolley and shop till. All the children enjoy being creative taking time to make a Christmas gift for parents by spreading glue and glitter on paper in order to make their own calendar.

The childminder and her assistant promote a consistent approach to managing children's behaviour. Children respond well to their gentle persuasion and positive suggestions. The interaction with the children is managed well, time is taken to be part of their learning and enjoyment of playing and this includes reading stories and supporting games. Children benefit from the clear management of their safety. Appropriate safety measures are taken with children while on outings. An emergency bag is taken out which includes first aid equipment, identity cards and wrist bands provided for the children to wear and parent numbers in the event of an emergency. Through interesting visits to the library and local shops for example, children are learning to integrate as part of the community. The skills they learn by shopping for snack items, along with other skills such as learning the effect their behaviour has on others, taking turns and sharing toys, gives children experiences and skills for the future.

Children are cared for in a safe and secure environment. Children have frequent opportunities to use the garden as an extension to their play. This not only enables children to understand the need for daily fresh air and exercise but gives them chance to make choices for themselves where they would like to play. Children are encouraged to adopt good hygiene routines and how to prevent the spread of infection. This is managed by good examples set by the childminder and her assistant. For example, robust management of nappy changing routines, systematic wiping of children's noses and regular cleaning of hands, assist with children's understanding of preventing the spread of infection. Children are healthy. Parents provide young children's lunch boxes, while the childminder provides children with an evening meal and snacks of fruit. Children are beginning

to be aware of their bodily needs and make decisions for themselves about when they would like a drink as they have regular access to either drinking water or milk throughout the day.

## 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	2

### 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>	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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met