

Inspection report for early years provision

Unique reference number	EY403310
Inspection date	10/02/2011
Inspector	Rachael Williams

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 registered to care for children in 2010. She lives with her partner and their daughter in Portishead, North Somerset. Children have access to all areas of the family home including a dedicated playroom in the basement. There are toilet facilities on the ground and first floors. There is a fully enclosed garden to the rear of the property.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years old at any one time. There are currently four children on roll; of whom three are in the early years age group. The childminder provides flexible childcare between 8am and 6pm. She attends local parent and toddler groups and the local library.

The childminder has 18 years experience of caring for children and has a level 3 qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by an experienced early years practitioner who values each child as an individual. Positive relationships are established with the parents to ensure information is regularly shared. Children's welfare is promoted exceptionally well and the quality of the provision is outstanding. Children make very good progress in their learning and development through exceptional, individual planning. Good partnerships have been established with other early years providers to ensure continuity in children's care. On the whole, the childminder has good knowledge of the strengths and weaknesses of the provision and improvements are well targeted.

What steps need to be taken to improve provision further?

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

- develop further systems to include parents in the self-evaluation process and to include their contributions to their child's learning and development
- extend resources and the provision of positive images to reflect disability.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment which is well monitored by a vigilant childminder who has established thorough risk assessments of all areas

used by the children to ensure their well-being. For example, children are unable to leave the premises unattended as the childminder ensures doors are locked and safety chains are in place. Rigorous systems are in place to ensure that all adults residing at the property have been suitably vetted. The childminder ensures that children are supervised at all times and that any adults visiting the setting are recorded and monitored. The childminder has established robust systems to ensure that children are collected by suitable adults who she has met. The childminder has excellent knowledge of child protection issues through her previous employment and safeguarding training to ensure children's well-being should an incident occur.

Excellent use is made of the spacious family home where children are able to explore freely. The dedicated play room is organised well according to children's interests and motivations and is conducive to learning, therefore, children thrive. Children have independent access to a range of high quality toys and resources, therefore, children are able to make choices about their learning. The childminder ensures that children become aware of festivals and celebrations through a range of topics. There are limited resources and positive images to reflect disability in our society. The childminder makes good use of the local environment to enhance children's experiences for instance; she regularly escorts children to a local toddler group where they are able to develop their social skills.

Excellent relationships have been established with the children who are confident and settled. The childminder ensures that she has a wealth of information regarding the children's routines and individual needs through consistently exchanging information with parents, for instance, through gradual settling in arrangements and through a daily communication diary. Parents receive a wealth of information from the childminder regarding the service provided, for instance, through a comprehensive portfolio which includes regularly reviewed and updated policies and procedures which underpin the good practices. Parents comment on how settled their children are and how the childminder has adapted her practice to ensure children's needs are met. Parents also comment on the 'varied play and learning activities', 'excellent feedback' and the 'clean, safe environment'. There are good systems in place to ensure that information is shared with relevant early years providers, for instance, through sharing learning profiles and diaries.

The childminder is committed to improving the provision and has identified areas which would impact on the outcomes for children. For example, she wishes to enhance the outdoor environment by providing sand and water play to develop children's sensory awareness and to provide piping and guttering for children to explore water through emptying and pouring activities. The childminder has good understanding of her strengths, for instance, her 18 years experience in early years and her positive relationships with parents. Through a range of systems that monitor the provision for instance, a quality improvement plan, the childminder has very good understanding of how to secure improvements. For example, to improve systems to gain contributions from parents and to use a questionnaire to gain information to use as part of the self-evaluation process.

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

Clear and well-planned arrangements ensure children's safety in an emergency. For example, children are beginning to become aware of their own safety as the childminder regularly practices an emergency evacuation procedure with all children. Children are encouraged to think about their own safety, for instance, how to carefully descend the stairs to the playroom. Children are aware of boundaries, for instance, older children support younger ones to ensure their safety. Robust systems are in place to ensure that medication is effectively administered.

Exemplary hygiene routines are introduced to the children. Sanitary nappy changing arrangements ensure children's hygiene, for instance, the changing mat is sterilised in between uses and the childminder uses sanitising gel so that she does not need to leave the children unattended. Older children have individual towels to dry their hands on after hand washing to minimise the spread of germs while younger ones have individual flannels which are used to wipe their hands before eating. Collaboration with parents ensures that children benefit from healthy snacks and meals. The childminder confidently suggests alternatives and provides healthy snacks, such as fresh and dried fruit. All children enjoy sociable mealtimes as the childminder has an excellent range of equipment to support their integration. Children thoroughly enjoy exploring food and discovering its origin, for instance, through visits to the local shops. Children use vegetable peelings in their role play and are able to explore using their senses. There are frequent opportunities for children to be physically active and outside in the fresh air, for instance, in the well-equipped rear garden where they can access ride-on toys, bubble machine and trampette to explore movement.

Children thrive in the well-organised and stimulating environment where independence is fully encouraged. For example, children flourish as they are consistently involved in daily routines, such as following instructions to independently selecting a flannel from a drawer. High-quality individual planning, by a committed and conscientious childminder, and a balance of experiences ensure children make excellent progress in their learning. The childminder has very good knowledge of children's starting points, for instance, through the completion of 'Who am I and what can I do?' proformas. The childminder makes relevant observations and summarises children's progress to ensure that next steps are fully identified.

Children delight in the individual attention they are given especially in regard to the excellent opportunities to promote children's communication skills. For example, the childminder consistently talks to the children about their experiences and encourages them to talk through processes; she continuously explains what she is doing to the children and introduces new vocabulary. One child comments on the sailing boat she can see out at sea and suggests it is going to the port. Children have an excellent sense of belonging, for example, a young child thoroughly enjoys sharing her scrapbook and explaining what she has done while at the

childminder's.

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	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	2

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	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

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