

Inspection report for early years provision

Unique reference number	106623
Inspection date	07/02/2011
Inspector	Tim Butcher
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1995. She lives with her husband and two adult children in Horfield, Bristol. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The family has some goldfish. The childminder is registered to care for a maximum of six children under eight at any one time; of these, three may be within the early years age group and of these one may be under one year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for four children, of these, four are within the early years age group. She attends the local toddler group and takes children to the park.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and secure. They thoroughly enjoy their time with the childminder and have their individual needs closely met. There is a good relationship with parents and carers and this results in the good exchange of information. This strongly contributes to the continuity of care for children. Children enjoy the safe and homely environment and make good progress in their learning and development. The childminder demonstrates the capacity to make continuous improvement, such as shown through the use of a self-evaluation process and her plans for future improvements.

What steps need to be taken to improve provision further?

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

- develop further the use of observational assessment for example to more closely inform the planning for each child's continuing development through play-based activities
- develop the use of self evaluation and reflective practice to identify and to set future actions for improvement.
- develop the partnership with other providers and share the information about children's progress to further support children's achievement and well being.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are secure. The childminder has a clear understanding of her responsibilities in regard to the safeguarding of children and has a secure policy to follow should she have a concern about a child. All adults have been suitably vetted. The childminder places importance on the safety

of children and a clear assessment of risk is carried out both to the premises and when children go out on outings. For example, the childminder consistently ensures that children cannot enter the kitchen when she is cooking. Parents comment positively about the safety of children within the home. Policies and procedures are kept updated and ensure the safe and smooth running of the setting.

A strength of the provision is the positive relationship with parents. There are good opportunities to share information through discussion so that children receive good continuity of care. Parents report very positively about the setting as a whole and on the care provided. They comment that they are kept well informed about their child's care and well-being. They like the fun and homely learning environment and the good structure to the day. The childminder uses information well to support children's learning and uses this to link into, and build on children's their experiences. Partnerships are beginning to be established with some other settings who also provide care to the children. The childminder intends to develop this aspect of her practice further. The childminder strongly promotes equality and diversity as levels of engagement with parents and carers are well established and this results in a sound knowledge of each child's background, clear identification of their care needs and their individual preferences. Children have easy access to a good range of resources overall that match their interests and general abilities. The available resources are sound, fit for purpose and able to support children's all round development. They are used well to achieve the planned goals in learning and development. The available space is used creatively to provide a comfortable and practical play space for children. It is safe, conducive to learning and child-friendly. Reflective practice takes place as seen through the self-evaluation documentation. The childminder has steadily developed the use of assessment and planning documentation and this enables children to make good progress. The provider intends to develop aspects of this further. The childminder continues to enhance the range of the resources she provides for children. Future plans include the taking up of further training opportunities. The recommendation from the last inspection has successfully been carried out.

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

Children strongly benefit from their warm interactions with the childminder and the homely environment that she creates. They thoroughly enjoy their time with her because she is focused on their needs and skilfully interacts with them. They enjoy a good range of activities the majority of which match their abilities well. They demonstrate a strong sense of security and belonging through the relaxed way they go about their play; and by their responses towards the childminder. Children have good opportunities to exercise choice throughout their day through the self-selection of resources within free-play activities and through the choices offered within the activities that are led by the childminder. As a result they grow in confidence, independence and self-esteem. Overall children make good progress in their language, literacy and numeracy skills. They have good opportunities to develop their mark making skills because the childminder is aware of what

fundamental skills they need to learn first, such as, the way to hold a crayon or paint brush. She provides a good range of creative activities for children to practice these skills such as through painting and cut and stick activities. These activities capture their interests; and she is on hand to support their skill development. The childminder keeps up a conversation with children throughout their play to stimulate their responses and to get them to think or remember. She asks lots of open ended questions and children respond well to her natural enthusiasm. Children thoroughly enjoy the opportunities to cosily sit on the childminder's lap to have a story read. The childminder will take the opportunities to ask children to name, count and to express what they have understood. Sometimes the pace of delivery does not always allow children enough time to fully explore what they have heard and this makes their comprehension of the story more difficult. The childminder is very much involved in children's play. They talk readily about what they are doing and what they know. Children are active and curious learners who are well equipped with the skills they need in order to secure their future learning. Children are encouraged to extend their physical skills. They freely move between rooms and activities. The childminder makes discerning use of her garden, toddler groups or visits out, such as to the park, to provide variety for children and to provide further opportunities for them to get fresh air and to be active. Children learn about the world around them such as through first hand experiences of growing seed potatoes.

The childminder has a good knowledge of child development and a secure knowledge of the Early Years Foundation Stage. She makes accurate observations of children and uses an individual profile for each child to plan their next steps in development. Sometimes the analysis is not always rigorous enough to identify what future activities are to be provided in line with children's developmental needs and this prevents children making more significant progress in relation to their starting points.

Children play in a child-friendly environment that is kept free from potential hazards to them. They are provided with plenty of praise and positive attention. The childminder is alert to what they do and provides simple and positive explanations about being safe. For example, a child dresses up in a fairy costume and is mindful how to walk safely in the fairy slippers that are a little big. Children follow appropriate hygiene routines and have their health and welfare needs closely met. Parents comment positively about the healthy meals provided for their children.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----