

Inspection report for early years provision

Unique reference number	EY408548
Inspection date	06/10/2010
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 2010

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 2010. She lives with her husband and two children aged 10 and seven years in Henbury, Bristol. The property is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, and there is a fully enclosed garden for outside play. The family have a pet dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of these, no more than three may be in the early years age range and of these, no more than two may be under one year. She also offers care to children aged over eight to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has 8 children on roll of these four are within the early years age range. The childminder holds a Level 2 qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, relaxed and settle easily with the childminder. The childminder ensures that they have their individual needs appropriately met. They have a warm, child-friendly and safe environment in which to play. Children make satisfactory progress in their learning and development. The childminder establishes sound partnerships with parents and carers. The childminder demonstrates the capacity to maintain steady and continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- Ensure written parental permission is requested at the time of the child's admission to the setting for the seeking of emergency medical advice or treatment in the future. (Safeguarding) 20/10/2010

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

- develop the planning processes further to more accurately identify children's next steps in learning and development; and use these to provide further activities for children that match their development and can be measured against their achievement
- develop systems of self evaluation further to form an accurate appraisal of the settings effectiveness so that every child receives and enjoyable and

- challenging learning and development experience
- continue to develop the environment and resources which reflect diversity in society to ensure children learn from the earliest age to value diversity in others and grow up making a positive contribution to society

The effectiveness of leadership and management of the early years provision

The childminder has a suitable understanding of her safeguarding responsibilities. She has a sufficient knowledge of the possible signs and symptoms of abuse and has well written information to help her follow the appropriate procedures should she have a concern about a child. The provider has carried out a competent assessment of risk of the premises and for taking children on outings. She takes suitable steps to protect children, such as through the use of a safety gates to prevent children from going upstairs or having contact with the dog unsupervised. All adults at the premises have been suitably vetted.

The childminder suitably promotes equality and diversity as levels of engagement with parents and carers have begun to be established and this results in a sound knowledge of each child's background, and a clear identification of babies and young children's care needs and individual preferences. There is a good exchange of day-to-day information with parents through a diary sheet and through the time set aside for discussion. This strongly contributes to the continuity of care for children. Information about children's overall progress has yet to be regularly shared and reviewed with parents. The childminder works closely with parents and manages the initial regulatory documentation well. However, she does not ensure that written parental permission is requested at the time of each child's admission to the setting for the seeking of emergency medical advice or treatment in the future. This is a breach of a specific legal requirement. An action has been set for the provider to address this. Parent's comment positively on the overall service provided by the childminder. The childminder is aware of the need to establish wider partnerships with other settings who also provide care to the children that she minds, when this becomes appropriate.

The childminder has recently begun to evaluate her practice and has identified a number of steps to bring about improvements in outcomes for children. She has already updated some of the resources that she makes available to older children. An adequate range of resources are currently made available to all children and a selection is put out for young children so that they can self-select from some of these. The childminder is aware that she has a small number of toy resources that reflect diversity and intends to develop the range of toys further. The childminder intends to develop her systems for recording and tracking children's progress and has sought advice from other professionals about how to go about this.

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

The childminder has a secure understanding of child development and developing knowledge and understanding of the Early Years Foundation Stage. Children make satisfactory progress in their learning and development. The childminder has begun to make some observations of what children do and has begun to identify some of their next steps in development. Currently this information is not always used effectively to then plan the activities that will take children forward and this limits the progress that they make. The childminder intends to develop her systems of documentation further to help the process of assessment and planning.

Children benefit from the homely environment that the childminder creates. They enjoy their time with the childminder because she is focused on their needs and skilfully interacts with them. Children settle easily because the childminder has a clear understanding of their care needs and replicates their home routines as closely as she is able. Babies have plenty of face to face contact and cuddles. The childminder keeps up a conversation with them to stimulate their responses and responds quickly to them when they make their wishes known such as when approaching a time for a bottle feed. They show by their interactions with her that they are happy and content. The childminder provides opportunities for young babies to wriggle, stretch and to move and as a result they practice control of their limbs and take an interest in the world around them. She manages children's sometimes competing needs very well. For example, the childminder has a baby cosily on her lap to watch what is going on while supporting another child to explore a box of dressing up materials. The baby watches the movements with interest while the other child happily explores and tries on the items. Toddlers are encouraged to extend their physical skills. They freely move between rooms and activities; and explore the toy resources that are ranged around the rooms. Babies happily explore through touch the world around them such as the activity gym that makes music and the soft toys that placed around them. Children are able to express choice of activity and make choices within activities. They have their wishes valued and grow in confidence and develop a sense of belonging as a result. The childminder makes discerning use of groups such as music and movement and toddler group to extend children's experiences and to offer them other opportunities to gain in confidence and independence. The childminder takes children out each day to ensure that they get fresh air and variety. Children make suitable progress in their early communication and numeracy skills in general. The childminder keeps up a dialogue with them and asks questions to get them to think and to remember. She makes links with their own home experiences and interests to make their play meaningful. As a result they secure the skills they require in order to progress their future learning.

Children are happy and secure in a child-friendly environment that is kept free from potential hazards to children. They are provided with plenty of praise and positive attention. They begin to learn about keeping themselves and each other safe. For example, a child is prompted to remember to be very gentle when stroking a young baby. The childminder is alert to what they do and provides simple and positive explanations about being safe. Children follow appropriate

hygiene routines and have their health and welfare needs suitably met.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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
--	-----