

Inspection report for early years provision

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Inspection date	10/02/2011
Inspector	Beverley Blackburn
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 in 1995. She lives with her husband and two teenage children in a three bedroom semi-detached property in Knowle, south Bristol. Minded children have access to the lounge/diner on the ground floor. Bathroom facilities are located on the first floor. The fully enclosed back garden is suitable for outdoor play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. Currently the childminder is caring for six children on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are developing well and are made to feel welcoming in a supportive and caring environment. They are happy and relaxed in an environment where their individual needs are well met. Children are provided with a good range of activities to help them in their learning and development. Most of the mandatory policies and procedures are in place, however, a procedure to follow in the event of an allegation against the childminder or member of the household is not included. The childminder has a sound understanding of the learning and development requirements, however, her confidence in planning and recording observations needs developing. The childminder has made improvements since her last inspection which impact positively on the experiences for the children; she has a positive approach to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop planning to provide a wide range of experiences and activities that reflects the children's interest and ideas across all areas of learning
- develop observations and assessments and from gaps identified plan the next steps in the children's learning and development
- include in policies a procedure to follow in the event of allegation been made against the childminder or member of the household.

The effectiveness of leadership and management of the early years provision

The organisation of the childminder's service is effective as she has most of the required policies and procedures in place. These ensure children are protected and supported. However, there is not a procedure in place for in the event of an

allegation been made against herself or member of the household. The childminder demonstrates a good understanding of the safeguarding procedures includes who to consult in the event of any cause for concern. She has recently updated her knowledge by attending training course.

The childminder is effective at risk assessing the home environment and any outings on a regular basis; she ensures checks are appropriately recorded and dated.

She ensures she provides a safe and secure environment for the children in her care. Any hazards identified are addressed immediately. The childminder takes robust steps to safeguard children in her care, including, suitable vetting procedures for all the adults in the household. The childminder shows commitment to equality and diversity. She has a good understanding of equal opportunities and how to meet the individual needs of all the children. She works effectively with parents in dealing with any learning difficulties identified. She has sufficient resources to promote diversity, which helps children to develop their understanding of the similarities and differences of cultures and people.

The childminder has started to evaluate the strengths and areas for improvement in the services that she offers. She has not completed a self-evaluation, however, she has identified some areas for development, such as developing her planning to incorporate the children's interest and ideas more effectively, further develop her understanding of Early Years Foundation Stage and to be able to meaningfully link the areas of learning to activities and to confidently plan the next step in all the children's learning and development; to keep observation records on all the children; to introduce new experiences to the children and to plan activities with a purpose.

The childminder has good relationship with the parents, with good communication between them. She places great importance on gathering and sharing information about the children in her care and this is evident in the consistency and continuity of the care the children receive. Parents are made aware of all the childminder's policies and procedures and the information required for details of their child's individual welfare needs. Information sharing between childminder and the parents allow their children to be care for according to their needs. The childminder has good strategies in place to manage the children's behaviour appropriately according to their age and stage of development. Children behave well and are aware of the clear boundaries, they are encouraged to behave in way that is safe for them, as a result, they are learning to manage their own behaviour and build their self-esteem. Children are encouraged to take part in the wider community, they have regular visit to the local playgroups

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

Children settle well with the childminder and they seem, happy and relaxed in her company. She interacts well with them. The childminder makes herself available to support and encourage the children in their play, for example, when playing with

building blocks, enjoying cooking activity, reading together or going for a walks. Children are active, inquisitive and independent learners and make decisions in their play. The children's learning is supported through a wide range of toys and resources. The childminder uses her growing knowledge of the Early Years Foundation Stage to start observations on the children in her care. She is developing her confidence in identifying the gaps in their learning and planning the next steps towards each early learning goal. She plans regular visits to the toddler's groups where they socialise with other children of their age. The childminder's home is organised to give children suitable freedom to choose and develop different activities. For example, imaginative play, painting, sticking and marking. The children benefit from the childminder's enthusiasm and her interaction and involvement in their play. She encourages children's language as they talk together throughout the day, about what they are doing. Ask open ended questions to help them think. Children learn the importance of a healthy lifestyle. They enjoy daily opportunities for fresh air and exercise. Children enjoy the regular walks to the woods or toddler's group, and playing in the garden, especially when the weather is good. Children enjoy healthy and nutritious meals and snacks and have regular access to drinks and fresh drinking water. They know that they must wash their hands after using the toilet or before eating. Well established routines for hand cleaning ensure that children adopt good personal hygiene.

The childminder regularly shares children's achievements with them. Children show pride in art work displayed in the house. Children are praise and encouraged and are learning to take turns and share. The childminder has a calm, friendly manner and is a positive role model. Children respond well to her expectations to keep themselves safe on outings, for example, by listening and looking when they are crossing the road; practicing evacuating safely from the house in the event of a fire. Through the childminder's constructive support children are developing a very positive self-image. The childminder support children to learn and develop in a safe environment.

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	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	2
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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

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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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