

Inspection report for early years provision

Unique reference number	EY348301
Inspection date	15/02/2011
Inspector	Hilary Tierney
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 was registered in 2007. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two children aged six and 14 years in the residential area of Montpelier in Bristol. The whole of the house, rear bedroom and bathroom are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder also cares for two children over eight years of age. The childminder walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. The childminder has created a warm, caring environment where children may play safely. They are confident, happy and feel safe in their surroundings. They have a sense of belonging and progress well in all areas of learning. Regular information is shared with parents and a good partnership with them has developed. Policies and procedures are in place; however some paperwork does require developing. The childminder has completed the self-evaluation process and recommendations from the last inspection have been completed successfully. This demonstrates a commitment to improve.

What steps need to be taken to improve provision further?

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

- Obtain information in advance of the child being admitted, about who has legal contact with the child and parental responsibility for the child (Safeguarding and promoting children's welfare) 08/03/2011

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

- develop the links between sensitive observational assessments and planning, to include children's next steps and interests, to inform and help meet all children's individual needs
- obtain written parental permissions to take children on outings
- consider the use of a system to check any visitors' and ensure all appropriate

information is requested, such as purpose of visit and hours of attendance.

The effectiveness of leadership and management of the early years provision

Children are safeguarded adequately. The childminder is clear about procedures to follow should she have any concerns about children in her care. She records any existing injuries of children and keeps detailed records of any accidents that children may have at the setting. Details of any medication administered to children are kept and parental permissions are obtained. However, the childminder has not obtained information in advance of the child being admitted, about who has legal contact with the child and parental responsibility for the child and she has not routinely requested written parental permission to take children on outings. The childminder does check visitors identification on arrival, but does not record their attendance at the setting. The childminder supervises children well at all times and does not leave them alone with any visitors. Fire evacuation procedures are practised with children regularly and records are kept. Risk assessments are adequate and cover all areas of the environment, including any outings taken by children.

Resources are used effectively and they are easily accessible and well balanced. The children have access to a play room upstairs where more resources are available to them. The childminder supervises children when they use this room. The childminder demonstrated a good understanding regarding how she would support children who have special educational needs and/or disabilities and any that have English as an additional language should they start attending.

There is a good partnership with parents'. Detailed information is shared with them both verbally and through daily diaries. Policies and procedures are shared with parents and questionnaires request their comments about the care being provided. Parents' comments are very positive about the care provided, the childminder and how happy their children are with her. The childminder has no children attending who attend other early years settings, however, she demonstrated a suitable knowledge about how she will link with them when children start attending them.

The childminder has completed the self-evaluation process and has been able to identify areas she would like to develop, such as improving the links between observations and her planning of activities and how she needs to identify children's next steps to help her support them as they develop. The childminder is committed to providing good quality childcare.

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

Children are happy, confident, feel safe in their surroundings. They have a sense of belonging, are active learners and interactions between the childminder and children are good. Children take part in a range of activities that help develop their imagination and creative development. For example, children enjoy playing with

dolls; they pretend to feed them, take them to the shops in a buggy and dress them. The childminder interacts well with them as they play; she asks open-ended questions and provides ideas to extend the play. Children are beginning to learn about sharing and taking turns. The childminder talks to the children constantly as they play which helps to develop their language skills. Children have good access to books and enjoy looking at them alone and together with the childminder. When having stories read to them children enjoy recalling the story and telling what comes next.

Children enjoy treasure baskets and exploring the contents. Children pull out the items and discuss with the childminder what they are, how they feel and what they are used for. A child gets out the nail brush and says it is for brushing hair. The childminder explains what it could be used for. The child then starts to brush the wooden elephant from the treasure basket. They tell the childminder they are cleaning the elephant's trunk, feet and tummy. They both laugh and giggle as they say it is tickling the elephant.

Children are beginning to learn about healthy lifestyles. They are regularly taken out on walks and to local groups. This helps develop their understanding of the world around them and the diversity within the community. Children understand about healthy eating and enjoy their snack times. They understand they need to wash their hands before eating. All children have a separate hand towel which helps to prevent the spread of infection. Children sit well at snack time and remind the childminder to strap them in their seats. They have access to fresh drinking water during the time with the childminder and can easily access their cups.

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	3
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
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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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