

## Inspection report for early years provision

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<b>Unique reference number</b>	136446
<b>Inspection date</b>	22/02/2011
<b>Inspector</b>	Lorraine Sparey

<b>Type of setting</b>	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 has been registered since 1999. She lives with her husband and two teenage children in Downend, Bristol. Most areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The family have two rabbits.

The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time. There are currently 13 children on roll all of whom are in the early years age group. The childminder works with an assistant at times and is able to provide care for a maximum of nine children, six of whom making the early years age group. The childminder mainly walks to local schools to take and collect children, and attends the local toddler group. The childminder is qualified to NVQ level three in early years, she is a network childminder and part of South Gloucestershire 'Children Come First' quality assurance scheme.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are confident, highly motivated in their learning and receive high levels of support and encouragement. The childminder and her assistant implement highly effective procedures to ensure that every child's uniqueness is valued and the environment is totally inclusive. As a result children make rapid progress in their development and learning. The childminder fosters extremely positive relationships with parents and carers and other early years professionals resulting in a fully shared approach to children's care and learning. Good systems ensure that the childminder makes continual improvement enabling positive outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- review hygiene practices to encourage children to build the links between toileting and hand washing
- review risk assessments to ensure that any potential risks are correctly identified and action taken to minimise risk to children particularly with regard to the garden area.

## **The effectiveness of leadership and management of the early years provision**

The childminder demonstrates secure knowledge of meeting the welfare requirements to promote children's health, safety and general well-being. She has

attended training enabling her to recognise any causes for concern and deal with them effectively. Clear policies and procedures that cover all aspects of the provision are shared with parents to ensure they are familiar with her role and responsibilities to safeguard children. The childminder employs assistants and ensures that they are suitable to work with children. Good security measures and comprehensive risk assessments ensure the environment is safe and well maintained. However, not all aspects of the garden have been included in the risk assessment. Procedures for outings are thorough and well prepared. The childminder completes detailed risk assessments prior to any outings. She plans them carefully to ensure all children's needs are catered and met.

Resources are deployed exceptionally well to meet the differing needs of all the children. An extensive range of high-quality equipment is available in the various play areas promoting children's choices and independence. In addition the childminder has put together a resource book with photographs enabling even the youngest child to have choices. The childminder and her assistant provide high levels of support whilst encouraging the children to be confident and independent learners.

The childminder has good systems to monitor and evaluate her provision. Regular visits from her network coordinator, attending training opportunities and parental questionnaires enable her to critically evaluate her service. Children are also involved in this process through evaluating activities and following their interests. The childminder has a realistic view of her strengths and areas to develop. For example, children can move between the indoor and outdoor environments freely. The childminder has recognised she could extend learning opportunities in the outdoor area.

Partnership with parents and carers is outstanding. They receive high quality information when they initially register their child. They have ongoing discussions and excellent opportunities to view their child's development records. This enables secure and close working relationships to maximise children's learning. Parents value the childminder's approach to healthy lifestyles recognising the Healthy Early Years award has benefited their children greatly. Parents feel that the childminder provides them with excellent support when dealing with normal childhood issues such as temper tantrums. A parent comments that they feel the service is 'outstanding'. The childminder has developed very effective systems to work closely with other early years professionals and settings to ensure all children are able to reach their full potential through the shared approach.

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

Children clearly enjoy their time with the childminder. They are confident, highly motivated and keen to participate in the broad range of learning opportunities. An excellent balance of adult led and child initiated play and learning opportunities fully maximise children's learning potential. Children's language is developing extremely well. The childminder and her assistant continually talk to the children

encouraging them to talk about what they are doing. A child tells the childminder 'Daddy is on the phone, he is playing football and he has fallen over and hurt his leg'. The childminder encourages the child to talk about whether they scored a goal and if his leg was better. Other children confidently engage in role play. They ask the adults what they would like for dinner and would they like a drink. They set about preparing the food in the cooker before passing it to the visiting adult and the childminder. Children thoroughly enjoy stories. They actively participate in the 'Selfish crocodile' story using props and telling the childminder what is coming next. The story also encourages them to learn about sharing and being kind to one another. A child enjoys telling the story themselves after the childminder has finished. Children ask if they can get the musical instruments out. The childminder puts on their favourite CD and all of the children actively engage in singing and playing their musical instruments. The childminder extends their learning encouraging them to play the music softly and loudly. Children benefit from outings in the local community. They visit soft play areas and local parks increasing their physical skills and fitness levels. The childminder plans activities tailored to children's individual interests, for example, a child particularly likes trains. They go on a train to visit Weston-super-Mare. Another child is interested in refuse lorries. The childminder provides a large dustbin lorry and other resources to support the child's interest. Every child is included in all activities which are adapted to meet their individual needs. Children's mathematical skills are developing well. The childminder and her assistant use every opportunity to extend and reinforce children's understanding, for example, children confidently count to seven. They talk about how they are drawing big and small circles.

The childminder plans activities tailored to children's individual interests. Regular observations ensure that the childminder maximises the children's progress. The childminder links closely with parents and they discuss the proposed next steps in the children's learning and development.

Children benefit from healthy and nutritious snacks and meals. They demonstrate good table manners saying please and thank you in appropriate places. Older children are encouraged to wash their hands and younger children use baby wipes to clean their hands before eating. However, on occasions when children forget the childminder does not always remind them. In addition, good nappy changing procedures ensure that children are comfortable at all times. However, they are not encouraged to make the links between nappy changing and good hygiene practices, for example, washing their hands. Children learn about safety issues supporting them in promoting their own safety. They are encouraged to put the toys away prior to getting out additional toys to ensure the environment is safe. Children practise the evacuation procedures ensuring that they know what to do in an emergency. Children's behaviour is good given their age and stage of development. They generally show consideration to their peers and are learning to respect others. They benefit from the childminder and her assistant being consistent in their approach. Lots of praise and encouragement enables children to learn acceptable behaviour.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1

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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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