

Inspection report for early years provision

Unique reference number	106878
Inspection date	24/02/2011
Inspector	Yvonne Campbell
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 1985. She lives with her husband and two adult sons in the Redfield, Bristol within walking distance of Summerhill School. The ground floor of the premises is used for childminding and there is a fully enclosed garden for outside play. The premises is accessible at street level. The family does not have any pets.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may care for up to six children under eight years of age. She is also registered to care for older children on the voluntary part of the Childcare Register and provides out of school care. There are currently six children on roll. Of these, three are in the early years age group.

Children have regular walks in the community and trips to St Georges Park.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has many years experience and has a clear understanding about how children learn. She meets the needs of children through close, loving interaction and a genuine concern for each child's wellbeing. Children enjoy a suitable range of activities and make noted progress. The childminder ensures they are kept safe and secure on the premises and on trips. Children have space and are free to explore toys in those areas allocated in the home for childminding. Trusting relationships have been established with parents who express confidence in the childminder's abilities and the services she provides. The childminder has reflected on her practice and is aware that there are some areas for further professional development. These include the need to make effective use of the Early Years Foundation Stage guidance to improve assessments of children's progress and their actual stages of development.

What steps need to be taken to improve provision further?

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

- develop current observational assessment of children progress and use these to inform planning for each child's continuing development through play based activities
- improve the understanding of the statutory guidance and ensure that the early years provision comply with all aspects of the learning and development requirement
- comply with guidance on fire safety and conduct regular evacuation drill so children are familiar with the procedure for emergency evacuation of the

- premises
- increase children's access to resources that encourage them to value and respect others and include positive images of disability

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of the safeguarding children procedures and she takes the necessary actions to keep children safe and reduce any risk of child abuse. All adults in the home have completed the required criminal record checks. The childminder is aware of many signs and symptoms which may indicate abuse has taken place. She maintains a record of any injuries to children and is aware of the procedure to follow if she needs to make a referral to a children's agency. Parents are aware of the childminder's responsibilities as she has a statement of child protection in the policy folder. The local safeguarding children guidance is also kept accessible for reference should she need additional information.

The childminder has made a satisfactory evaluation of her practices and has taken some action to maintain the standard of care required by the regulator. For example, she has generally complied with the recommendation from the previous inspection and has completed first aid update training. She has also completed a short course to familiarise childminders with the requirements of the Early Years Foundation Stage. Her areas of strengths include the warmth and support she offers children and parents in an organised and comfortable family home. However, though the activities provided cover all areas of learning and children are engaged well, observations of play made by the childminder are not used to inform and develop plans of how children's individual learning needs will be met. This may result in there not being a clear focus for the possible next steps in children's development.

The childminder provides appropriate resources and play materials to support children's learning. These include books, material for mark-making and writing. Also construction items. Children also have access to a range of puzzles and games. The childminder ensure that children can choose what to play with. She takes them to the cupboard where toys are stored so they can self-select what they want. Children know they should treat toys with respect and return them to storage after use. The childminder has an adequate range of resources with positive images of difference such as culture. She also supports school children's awareness of how different people live by engaging children in discussions about activities they have in school. However, children do not have access to sufficient resources with positive images of people with disabilities or their roles in the community.

The childminder understands the requirement to work with others who provide care and education for children. She gives and receives feedback from teachers and on occasion, she attends special presentations in school when minded children are involved. Parents are pleased with the services the childminder provides and choose her services in preference to other types of early years care as they know

their children are happy and enjoy the activities.

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

Children move around freely in a spacious well maintained home where risk assessment procedure are in place to keep they safe as they play and learn. The ground floor is organised to meet their needs with furniture placed to the side of the room to create large play space on the carpet where children set resources out and can play with large and smaller items. Children have sufficient support during play as the childminder positions herself on the floor and observes what they do. She know when to extend children and set appropriate challenges. For example, a child who is interested in numbers chooses to play a game of dominoes. The childminder reminds him of the rules and partners him in the game. He is soon able to count, recognise and say the numbers of dots on each piece he handles and correctly slots them into place. Children make representations and use toys creatively for more than one purpose. For instance, when the game of dominoes is over, the child use the pieces to silently build a stable upright structure without input from the adult. He smiles when it topples over.

Children have learning opportunities outside the childminder home. She provides opportunities for walks to a large community park where children observe wild life creatures such as ducks and squirrels. Children observe the changes in the weather and seasons and the childminder talk to them about why changes such as leaves fall from the tree. Children are learning terms used for changes at different times of the year as the childminder speak to them about spring and autumn. Children make sound and steady progress. Evidence of learning is captured in photographs with short narrative about what children were doing. These are shared with parents who in turn speak to the childminder about their children's interest and how they play at home. However, though the childminder shows satisfactory awareness children's developmental needs, these are not linked to the current Early Years Foundation Stage framework guidance and are not measured against the developmental matters in the document.

Children's health is promoted in a clean hygienic setting. Children are familiar with the routine for washing their hands at appropriate times. They have easy access to the toilet and hand washing area as this is located on the ground floor. Several freshly laundered flannels are accessible to children. The childminder reminds them about spreading germs and each flannel is only used once before being put into the wash basket. Procedures for risk assessment are in place and preschool children know some safety boundaries such as they must not go upstairs to the bedroom. A safety gate is put in place when younger children are cared for. The childminder generally complies with fire safety. Smoke alarms are in place on both levels of the home and the childminder is able to discuss the fire evacuation procedure. However, regular evacuation drills are not practised and children are not familiar with the procedure. This may result in longer delay in leaving the premises in the event of an emergency.

The childminder uses effective behaviour management method so children learn what is acceptable. They know the rules for staying safe when out walking in the community and when indoors children play happily alongside others. Children have lots of praise and encouragement to affirm acceptable behaviour and show confidence and positive self esteem.

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	2

The quality of the provision in the Early Years Foundation Stage

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

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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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