

Inspection report for early years provision

Unique reference number	106752
Inspection date	16/03/2011
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 December 2000. 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 three adult children aged 24, 22 and 19 years in the residential area of St. Andrews in Bristol. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. When working with an assistant, she is registered to provide care for a maximum of eight children under eight years of age, of whom no more than six may be in the early years age group. The childminder is currently minding a total of eight children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision is satisfactory. Children are happy, confident and secure, and are progressing satisfactorily in all areas of learning and development. They are cared for in a calm, relaxing environment. Both the childminder and her assistant interact well with the children. There is a good partnership with parents' and regular information is shared with them. The childminder has completed the self-evaluation effectively and has clearly been able to identify areas to improve and develop. Some paper work and organisation of routines and resources require development.

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) 13/04/2011

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

- consider the use of a system to record assistants attendance and visitors' to ensure all appropriate information is requested, such as purpose of visit and hours of attendance

- develop the links between sensitive observational assessments and planning of activities that include children's interests, so that all adults are able to offer support and extension to children's learning and continue to meet all their individual needs
- consider the organisation of routines to help provide more-able children with challenging activities and learning opportunities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded adequately. They are supervised well by both the childminder and her assistant. The childminder is clear about the procedures to follow in the event of having any concerns about children in her care. Policies and procedures for safeguarding are in line with requirements. Risk assessments are adequate and cover all areas of the environment that children come into contact with including any outings that may take place. Children are helped to understand about keeping themselves safe through regular reminders from the childminder and her assistant. For example, children are reminded to be careful of the younger children's fingers when playing on rockers in the garden. The childminder has not yet obtained information about who has legal contact with the child and parental responsibility for the child from parents. Although, the childminder keeps clear records of the children's attendance, she does not record when the assistant is present or when any visitors are present.

Resources are easily accessible and used satisfactorily to help children learn and develop. Although the childminder does complete observations and assessments on the children, she is not clearly identifying children's next steps or those who require extension or support, consequently more-able children do not consistently take part in challenging activities. The childminder is fully aware of equality and diversity within the community and offers good support to children who attend who have English as an additional language. She works closely with the parents' to ensure these children have their needs met well. Key words and her language skills help children to settle and feel at home.

There is a good partnership with parents'. Information is shared daily with them verbally when they collect or leave their children. The childminder has asked parents for their comments on the care she provides and acted on any suggestions they may have. For example, she has organised her home so the children have a separate play room. Daily diaries are used for the younger children. All the policies and procedures are shared with the parents' and agreements with them reached to ensure consistency between home and childminder. The childminder at present has no children that attend any other early years settings, however, she did demonstrate a suitable awareness about how she would link with them should this be needed.

The childminder has completed the self-evaluation process and has clearly identified areas to improve. She realises some paperwork requires development to enable her to continue to meet children's needs. She has effectively addressed recommendations from the last inspection demonstrating a commitment to drive improvement. Both the childminder and her assistant have a clear vision for the

future development of the setting.

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

Children are broadly content and generally show confidence and self-esteem. Interactions between the children and childminder and her assistant are good. The calm, caring environment helps children to feel safe and secure. Children are well behaved and understand the rules of the setting and have a sense of belonging. They feel comfortable in their surroundings. The adults offer children reassurance as they play. Children enjoy taking part in a range of activities and are beginning to learn about sharing and taking turns as they play. Children are able to access books easily and enjoy looking at them alone and when they are being read to by an adult.

Children enjoy playing with musical instrument and enjoy banging and listening to the different sounds that are made. For example, a child bangs on a tambourine with two rattles, listening to the noise then they bang the arm of the settee and listen to the different sounds. Children enjoy singing songs and all take part with enthusiasm. Children enjoy building towers with bricks and watching them fall down, laughing and giggling as the tower falls. Children enjoy role play and pretend to feed their babies with different types of food. They confidently identify the items when asked by the childminder. Children's language skills are developed well through suitable interactions with the childminder. Activities are suitable for the age of children attending; however, some activities do not sufficiently and regularly challenge the more-able children as they play.

Children are aware of good personal hygiene practises and readily have their hands wiped before eating. They enjoy healthy breakfasts, snacks and meals. They eat their toast and are able to choose the type of topping they would like. Children have regular access to fresh air and exercise through garden play, regular walks to the parks and around the local areas. The childminder is good role model and children see her regularly using anti-bacterial gel on her hands. There are good nappy changing procedures in place and the mat is wiped between children using it. The young children are able to access drinks regularly and freely. The childminder has carefully thought out how to enable the young children some degree of independence in them being able to access drinks for themselves. She has labelled their cups with pictures of themselves which means they are developing independence by identifying their own cup.

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	2

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	2
The effectiveness with which the setting deploys resources	3
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	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	2
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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