

Inspection report for early years provision

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Inspection date	04/01/2011
Inspector	Tim Butcher
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2001. She lives with her husband in Shirehampton, Bristol. The whole of the premises are used for childminding, except for the upper garden. There is a fully enclosed lower garden available for outside play. The childminder usually works with her husband as her assistant.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight; of these, three may be within the early years age group; and of these, one may be under one year. When working with an assistant the childminder is registered to care for a maximum of six children under eight; of these, five may be within the early years age group and of these, two may be under one year. The childminder is currently minding five children under five years, all of whom attend on a part-time basis. The childminder walks to local schools to take and collect children and has use of a car. She takes children to the local park, community farm and to other places of interest. The childminder supports children with special educational needs and/or disabilities and children for whom English is an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and secure. They thoroughly enjoy their time with the childminder and her assistants. Children have their individual needs closely met because highly positive relationships with parents are established and there is a good exchange of information. Children thoroughly enjoy the safe and homely environment in which to play. Children make generally good progress in their learning and development. The childminder demonstrates the capacity to make continuous improvement, such as shown through the actions taken following the use of a self-evaluation process.

What steps need to be taken to improve provision further?

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

- fine tune the use of the assessment and evaluation documentation to further promote children's progress across each area of learning
- develop the partnership with other providers delivering the Early Years Foundation Stage to further promote continuity of care and learning.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are secure. The childminder and her assistant have a clear understanding of their responsibilities in regard to the safeguarding of children and have secure policies and procedures to support them in this should they have a concern. All adults working with children have been suitably vetted. Adults place high importance on the safety of children and a clear assessment of risk is carried out both to the premises and when children go out on outings. For example children wear high visibility vests when out walking with the childminder. Access to the premises is closely monitored. Children learn to be safe and to be aware of the safety of others. Policies and procedures are in place and ensure the safe and smooth running of the setting and are kept updated.

A particular strength of the setting is the highly positive relationships with parents and carers. The childminder and her family are very welcoming and ensure that there are excellent opportunities to share information through discussion so that children receive good continuity of care. Parents report very positively indeed about the setting as a whole and the care provided. This is seen through the questionnaires that they have filled out and through the many written comments that they make in their child's individual learning profile. As a result they show that they are kept well informed about their child's development, care and well-being and have very good opportunities to contribute to their child's learning. Partnerships are established with other settings who also provide care to the children and the childminder intends to develop this aspect of the service further.

Overall the available resources are good, sound, fit for purpose and able to support children's all round development. They are used well to achieve the planned goals in learning and development. The environment is safe, conducive to learning, well cared for and child friendly. The majority of resources are boxed and labelled for children to access independently. Reflective practice regularly takes place and the setting has an action plan in place to successfully bring about improvements for children. This is seen in the development of assessment and planning documentation that has enabled all children to make good progress and through the provision of low level resources to make them more easily accessible for children. Future plans include the taking up of further training opportunities in regard to specific subject areas and in the purchase and provision of a permanent covered area to provide children with greater outdoor access when the weather is inclement. All recommendations from the last inspection have been carried out. The childminder strongly promotes equality and diversity as levels of engagement with parents and carers are well established and this results in a sound knowledge of each child's background, clear identification of their care needs and individual preferences. The provider is proactive in identifying potential barriers to children's achievement and works closely with parents.

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

Children strongly benefit from the welcoming and stimulating learning environment. They thoroughly enjoy the activities and play opportunities on offer because the adults know children well and the activities match children's abilities in general. The childminder has a secure and growing knowledge of the Early Years Foundation Stage and the overall system for the observation, assessment and planning for children's progress is secure. A learning profile for each child is used to make regular and detailed observations of what children do and to identify their next steps in development. All parents are encouraged to add their comments. Children's progress is not always tracked consistently enough across each area of learning to fully aid the planning process and this inhibits children making even greater progress.

A particular strength of the setting is the high quality interaction of adults with children. All children demonstrate an excellent sense of belonging and security within the setting. Older children are confident and communicate well with those around them. They are sensitively encouraged to show a mature response to their own safety and that of others, for example, when waiting for the hot biscuits to cool and when using the electric mixing equipment. Younger children gain an exceptionally strong sense of security because adults know children's routines, anticipate their needs well and ensure these needs are closely met. All children show by their responses to each of the adults that they are happy, relaxed and content. Adults are well deployed to provide each child with positive attention and this strongly supports children's learning and welfare. There is a good balance of adult led and child initiated play, for example, an older child thoroughly enjoys the opportunity to make biscuits with the childminder's assistant in the kitchen; while the childminder sits beside a toddler as he safely and freely explores his surroundings and tests his newly acquired walking and balancing skills in the conservatory. Later the children and childminder sit cosily together to have a story read. They take turns to reveal the pop-up pages. The adults are skilled at promoting positive attitudes to learning. Information in the learning profiles indicates that children show good levels of curiosity, independence, imagination and concentration. Children are valued and all are able to strongly contribute. They exercise choice throughout their day such as through free flow activities and within adult led activities. They independently access toy resources from the wide range put out.

Children are encouraged to think and to explore. Adults make sensitive use of language and questions; and prompt children to make choices. As a result children make good progress in their communication and literacy skills. They have a good knowledge and understanding of the world around them such as through first hand experiences of growing plants and vegetables. They are well equipped with the skills they need in order to secure future learning.

Children are able to be active and exuberant. Young children set themselves physical challenges such as when they climb steps and negotiate space. Information from the learning profiles show children enjoying a wide range of

activities both in the childminder's own garden and on trips further a field. A particular strength of the setting is the support given to children to help them to understand the importance of healthy eating. The childminder and her assistant have attended training in this regard. Children enjoy the varied menu and are well supported to broaden their tastes.

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	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

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	1
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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