

Inspection report for early years provision

Unique reference number	EY417982
Inspection date	04/05/2011
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her partner and child aged two in Hanham, Bristol. The whole of the property is used for childminding purposes. There is a fully enclosed back garden for outside play. The childminder is registered to care for a maximum of five children under eight at any one time; of these, two may be within the early years age group and of these one may be under one year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is stepped access to the property. The childminder holds a Level 3 qualification in early years. The childminder is currently looking after two children both within the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, relaxed and settle easily with the childminder. The childminder ensures that they have their individual care needs appropriately met. They have a warm, child-friendly and safe environment in which to play. The childminder has a developing knowledge of the Early Years Foundation Stage and children make satisfactory progress in their learning and development. The childminder establishes secure partnerships with parents and carers and intends to develop other partnerships further. The childminder demonstrates the capacity to maintain steady and continuous improvement as shown through her plan to increase the resources that reflect diversity so that children are more able to value diversity from an early age.

What steps need to be taken to improve provision further?

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

- develop the environment and resources which reflect diversity in society to ensure children learn from the earliest age to value diversity in others and grow up making a positive contribution to society
- further the system of observational assessment to more closely identify their next steps in development and to more clearly provide an overview of children's progress across each area of learning
- develop systems of self-evaluation further to help form an accurate appraisal of the setting's effectiveness to further extend children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder carries out an adequate written risk assessment of the premises, and suitable actions are taken to minimise the risks to children. Thus, children are able to move around freely and play in safety. The childminder has a sound understanding of her child safeguarding responsibilities and has an adequate awareness of the procedures she would follow should she have a concern about a child. All adults living at the premises have been suitably vetted. The childminder is generally well organised and has the required policies and procedures in place to support the safe and smooth running of the provision.

The childminder adequately promotes equality and diversity in general as levels of engagement with parents and carers are well established and this results in a secure knowledge of each child's background, care needs and preferences. The childminder is aware that she has a somewhat limited number of resources that reflect diversity and intends to develop these further. There is a regular exchange of information with parents through discussion and this provides suitable continuity of care for children. The childminder has begun to share some useful information about their children's achievements with their parents. The childminder is aware of the need to establish partnerships with other settings who also provide care to the children that she minds when this becomes appropriate.

Resources are sound, fit for purpose and able to support children's all round development. The childminder uses the available space well to provide activities of interest to children and has made a creditable start to achieve the planned goals in learning and development. The childminder has yet to systematically evaluate her practice although she has started to do so. Her development of assessment and planning documentation is work in progress and there are plans to increase some resources further. Outcomes for children are currently satisfactory and improving.

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

The childminder has a secure knowledge of child development and of the Early Years Foundation Stage that she is beginning to apply. She has made a creditable start in her observation and assessment of children. She has yet to fully develop her system for planning for children's next steps in development. Consequently, the analysis is not always clear enough to identify and plan future activities that will take children forward and some records are not kept up to date. This currently limits the progress that children make. Young children benefit from the warm interactions with the childminder and from the homely environment that she creates. They suitably enjoy and achieve because she is focused on their needs and interacts well with them. She is responsive to their needs and provides a series of activities to keep them engaged. They demonstrate that they are happy and settled and have a sense of belonging through their responses towards her as she establishes secure relationships right from the start through the provision of plenty of close physical contact and cuddles. The childminder shares her time skilfully so that all children receive attention and are kept happy and involved. Young babies

are encouraged to explore their surroundings and gain in confidence as they eagerly pull themselves up to see the world from a new height. As a result young children feel safe are suitably adventurous and enjoy finding out what they can do. They are able to make some choices from the resources put out for them and begin to show a positive disposition towards learning. Young children begin to develop their communication skills because the childminder keeps up suitable levels of dialogue with them so that they respond through sounds and gesture to make their feelings and wishes felt. They thoroughly explore toy items through touch and their mouths and show pleasure when pressing buttons on musical toys and when attempting to beat a musical instrument. The outdoor area is well organised and offers the children a range of learning opportunities, as well as to promote their physical development. For example, young children stand at a comfortable height and bearing their weight for good periods of time at the water tray. They explore the feel of the water and of the bubbles. They gain in confidence to splash the water and to handle the containers. They sit on the sand pit with the childminder safely supporting them and show that they like the sensation of the sand on their feet. Young children from an early age have suitable opportunities to be creative, for example, they explore the texture of paint with their fingers and handle brushes to begin to make marks. Currently the childminder has very few resources that reflect diversity and this limits the richness of experiences for children from an early age. Overall, babies and young children secure the early skills they require in order to progress their future learning. Young children's health, physical and dietary needs are suitably met because the childminder is well organised. Children's health and well-being is soundly promoted. The childminder encourages sensible routines that protect children from the spread of infection, such as the washing of hands after play in the garden. Those in nappies are kept clean and comfortable. Young children benefit from the secure care routines and show that they feel safe and secure through their smiles and happy responses towards the childminder upon waking. Young children are able to test their physical skills in safety as the childminder is aware of potential dangers and is alert to what they do. They have regular opportunities to be active through floor play and relish their time in the childminder's garden, developing their physical and other skills as they do so.

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	3

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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