

Inspection report for early years provision

Unique reference number	106757
Inspection date	27/01/2011
Inspector	Deborah Starr

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 1997. She lives with her husband and two children aged 19 and 16 years in Knowle, Bristol. Most of the childminder's home is used for childminding. There is a fully enclosed garden but this is not used by the children for outside play. The family have a pet labrador.

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 range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for five children; four of whom are in the early years age range. All children attend on a part-time basis. The childminder makes use of local facilities including toddler groups, soft play areas, the library, parks and local places of interest. She takes children to and from local schools. The childminder holds a level 4 qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively identifies plans and meets the individual needs of children in her care, enabling her to promote their welfare and development well overall. The childminder's excellent knowledge and understanding of how children learn enables her to ensure they make the best possible progress in their learning and development. Excellent partnerships with parents ensure continuity in children's care, learning and development. Highly effective links are made with external agencies, however, partnerships with other early years providers that children attend are not yet well established. The childminder demonstrates a strong commitment to continuous improvement. Generally effective self-evaluation enables the childminder to target well-chosen areas for development to bring about further improvement to the provision. However, this has failed to identify two breaches of specific legal requirements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 28/02/2011
- display the certificate of registration and show it to parents on request (Documentation) 28/02/2011

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

- develop further the two way flow of information with other early years providers to ensure continuity in children's care, learning and development
- make better use of the process of self-evaluation to ensure procedures are fully effective and support outcomes for children.

The effectiveness of leadership and management of the early years provision

Appropriate arrangements ensure all adults in the household have undergone suitable vetting procedures. The childminder's good knowledge of child protection issues and understanding of the procedures she should follow if she has a concern about a child ensures arrangements for safeguarding children are robust. Comprehensive risk assessments on all areas of her home and outings and well considered review of risk; for example, when visiting animal parks ensure children are cared for in safe and secure environments where hazards are clearly identified. Most required records and documentation are well maintained, organised and shared with parents. Children's health needs are given a high priority overall. However, written parental permission prior to administering each course of medication is not obtained on all occasions. Therefore, all children are not fully safeguarded at all times. This is a breach of the statutory requirements. The childminder does not display the certificate of registration so as to ensure parents are fully informed as to the conditions of registration all times. This is a breach of the statutory requirements. Children easily access an extensive range of high quality toys and resources that support their play and learning and reflect their interests. Frequent visits to a wide variety of local places of interest such as, the museum, central library and Bristol waterfront, promote children's awareness of their local community. The childminder has a thorough knowledge of individual children's backgrounds and needs. Children's understanding of the diversity the wider world is promoted exceedingly well through a wide variety of activities and an extensive range of resources.

The highly skilled childminder demonstrates a strong commitment to her continuous improvement through ongoing training that develops her understanding of early years overall and informs most aspects of her practice. She has sought parents' comments and works alongside local early years advisors and as a result the outcomes for children are good. She has recently reviewed her system of assessment of children's achievements and this contributes to her high quality planning. She has reflected upon her provision with regard to equality and diversity and re-affirmed her highly effective practice. Future training such as safeguarding is identified to update and consolidate her knowledge and understanding and Makaton to enhance communication with young children.

The childminder builds highly positive relationships with parents, who are very appreciative of the care given and development their children make. They are very well informed of her practice overall through discussion, written policies and procedures and clear display of information such as the Ofsted contact number. Parents are very well informed about all aspects of their own children's

achievements and development through frequent discussion, access to written observations and photographs and future planned opportunities for learning. Parents engage in an active exchange of information about their children's achievements and progress. The childminder forms highly collaborative links with interagency teams to ensure that each child is given the support they need. Positive initial links have been established with other early years settings that children attend. The effectiveness of these links however, is not yet clear as children have only recently started to attend other settings.

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

The childminder provides rich and varied experiences which meet the needs of all children exceedingly well. Assessment through high quality observations is rigorous and the information gained is used very effectively to guide planning. For example, weekly visits to gym tots alongside trips to a variety of soft play centres are planned with a clear sense of purpose. The childminder uses her excellent knowledge of the children to ensure that priorities in learning are supported well through the wide range of physical play equipment on offer. Children develop their co-ordination and balance when walking along low level beams and moving between large textured discs. Children are encouraged to hold and shake large cheerleader pom-poms. The childminder uses her understanding of different approaches to learning and incorporates her high quality resources to ensure children's emerging language is supported exceedingly well and as a result they develop excellent skills for the future. The childminder ensures that child make good eye contact with her when she is speaking directly to them. Young children sit close to her or on her lap and are supported to focus on particular activities that reflect their interests. Children are eager to repeat sounds and attempt unfamiliar words when playing with animals, looking at books, dressing up in hats and wigs, joining in action songs and when manipulating a musical alphabet ball. Children's interest in trains and boats is supported through well planned activities that offer new experiences. They make and paint models using materials that they normally take to a local re-cycling bank on a weekly basis. They read stories that they have chosen from the central library, sing songs, visit the harbour area and take trips on boats and trains.

Children engage in a wide range of physical activities both indoors and outside that promote their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. High quality home prepared meals and games focused on identifying healthy choices when shopping enhance children's understanding of healthy eating. Children are taught to be safety conscious and develop a strong understanding of how to keep themselves safe both within the home and when on outings. Books are used effectively to promote understanding of the sound of emergency vehicles with young children and provide opportunities for discussion about a range of hazards such as stranger danger. Children are easily identifiable on outings by the wearing of high visibility vests. Children are encouraged from a young age to walk safely and observe road signs when travelling in the car. Children show an extremely strong sense of security and

belonging. The childminder is highly skilled and sensitive in the management of children and their behaviour. Close working with parents ensures children's individual needs are supported fully and children are helped to share and play cooperatively with others. Children's confidence and self-esteem increases due to the frequent praise and encouragement and consistent and clear approach by the childminder.

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	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	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	1
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	1
The extent to which children make a positive contribution	1
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 28/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 28/02/2011