

Inspection report for early years provision

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Inspection date	26/05/2011
Inspector	Barbara Walters
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 and four children in the Horfield area of Bristol. The whole of the downstairs area is used for childminding and there is an upstairs and attic bedroom for sleeping. There is an enclosed garden for outside play. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary part of the Childcare Register.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age range on a part-time basis. The childminder also cares for children over eight years of age. As a general rule the childminder does not work on a Friday. The childminder walks or uses a vehicle to local schools to take and collect children. She attends the local toddler group and takes children to the local park and library. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a perceptive understanding of her role in supporting children in their play and learning and meeting their individual needs. Children develop a strong sense of belonging and security through the childminder's positive interaction and care. The childminder works closely with parents and has meaningful methods in place to ensure children's particular needs are met. The childminder is committed to maintaining continuous improvement and developing her knowledge of good practice.

What steps need to be taken to improve provision further?

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

- develop the use of observation and assessment of children's learning to impact more effectively on planning to ensure that each area of learning is given sufficient emphasis

The effectiveness of leadership and management of the early years provision

The childminder is well organised in her approach to childminding. Required suitability checks on the household members are in place. She understands her role in safeguarding children and is aware of the appropriate procedures to put in practice. All documentation is in place to promote the welfare of the children, such

as the daily attendance record and parental consents and the childminder has developed thoughtful risk assessments which are reviewed when new children start and when babies reach a new stage of development. The childminder gives a high priority to keeping children safe and is confident in how she will safeguard children and the procedures she would follow if she has any child protection concerns. The childminder has begun to use self-evaluation as a means to reflect her practice and has a good understanding of her strengths and areas for improvement. She continues to improve the children's care and learning as well as her own practice. For example, she keeps up-to-date with changes through reading childcare publications and she is intending to refresh her knowledge on child development through further training. The childminder has created a welcoming and stimulating child centred environment. Children's artwork and pictures are displayed which supports a strong sense of belonging. Good quality resources are well displayed at child height which supports children's self-selection of play opportunities and build their confidence.

The childminder is committed to meeting individual children's needs and working in partnership with parents and carers. Information is exchanged daily about children's changing needs through discussion and a written daily diary, ensures parents are kept well informed about their children's achievements, well-being and development. New parents are helped to settle children gradually and to share their preferences for how their child is cared for. Parents report that the childminder is supportive when children start and they are very happy with the level of care she provides for the children. The childminder is aware of the importance of developing links with other early years settings that children may attend and promotes their learning well through sharing their learning profiles. The childminder has a good knowledge of each child's backgrounds and needs and makes the most of diversity to help children understand the society they live in. For example, all children are involved in a Passover activity, tasting different foods and dipping herbs.

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

The childminder interacts well with the children and it is evident that strong bonds are being formed. Young children seek out hugs and smiles as they play and they snuggle into the childminder, enjoying the close physical contact and reassurance and feeling safe. Children choose from a range of resources that enable them to make good progress in their learning and development. For example, young children enjoy exploring toys that respond and they happily shake the blocks and press buttons to achieve sounds. They use their increasing mobility and pull themselves up to reach their toys. Children develop a strong sense of belonging by decorating their place mats with painted hand prints, to use at meal times. They share simple books with the childminder which offer different materials and textures and provide them with sensory experiences. The childminder is attentive and positively praises children to encourage their play. Young children's language is developing well as the childminder spends time talking to them and encouraging their speech. The childminder makes regular observations and assessments of

children's achievements and progress, which she uses to ensure children have a good range of learning experiences linked to the early learning goals. However, these do not fully support learning towards all areas of the early learning goals.

The childminder knows the children well and uses sensitive methods to manage their behaviour. For example, she offers praise and encouragement when young children begin to show responsible behaviour by helping to put the oranges on the plate. Babies' individual needs are well met as daily routines are planned around their sleep patterns. Young children experience a safe and secure environment as the childminder has good precautions in place to protect them. For example, sleeping children are regularly checked and a baby monitor is used by the childminder so she can always hear them. The childminder keeps children in line of sight at all times to ensure their safety. The childminder reduces the risk of cross infections through procedures such as nappy changing routines. Young children are beginning to understand healthy eating through snacks which include a range of fresh fruits. Babies are able to explore tasting and handling food in a relaxed and unhurried way, making snack times an enjoyable learning experience.

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	2

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	2
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

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

Met