

Inspection report for early years provision

Unique reference number	141997
Inspection date	31/08/2011
Inspector	Rachael Williams
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 and refers to her provision as Busy Bees Childcare. She lives with her son in a terraced house in the Bower Manor area of Bridgwater within walking distance of local schools and parks. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years old; of whom, three may be in the early years age range. She is currently minding two children in the early years age range. The setting supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the childminding service is good with outstanding features, particularly with regard to effective safeguarding arrangements. This promotes children's very good understanding of how to keep themselves safe and healthy. Children are confident and settled in the homely environment where caring relationships are established. Partnership working is exemplary. This enables continuity in children's care, learning and development. Engagement with parents is effective and they receive a wealth of information. On the whole, systems to evaluate the provision and improve the outcomes for children are embedded.

What steps need to be taken to improve provision further?

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

- develop further assessment arrangements, to link observations with specific aspects within the areas of learning, to effectively identify children's learning priorities in relation to their stage of development.

The effectiveness of leadership and management of the early years provision

A safe and secure environment is provided for the children, which is effectively monitored by a vigilant childminder. Comprehensive risk assessments of all areas used by the children promote their well-being. Visual checks and monthly checklists support the excellent procedures so that children are able to roam freely and independently within the well organised, homely environment. Through ongoing training and effective use of policies and relevant literature the childminder has very good understanding of child protection issues to safeguard

children should an incident occur. Access to the provision is monitored very well through the use of a visitors' record and excellent procedures are in place to ensure children are collected by suitable adults.

The childminder has very good knowledge of children's individual needs and routines, through her observations and initial discussions with parents to enable children to feel confident in the setting. For example, the childminder requests examples of children's early development and their likes and dislikes from parents during the flexible settling-in period. Parents make positive comments about the childminding service and how their children thoroughly enjoy their time with the 'reliable, compassionate and professional' childminder. Parents are thoroughly well informed of their child's progression and achievements, through daily diaries and individual educational plans which are shared regularly.

The childminder has made good progress since her last inspection and has fully addressed the recommendations made. For example, she has excellent systems in place to inform parents of the complaints procedure and to document any complaints received. The childminder has been proactive in improving the service she provides through regular contact with early years support officers and takes prompt action to address recommendations for instance, amending the procedure to risk assess outings. She is keen to update her knowledge and attends regular training, such as safeguarding. The childminder consistently adapts the provision to meet children's individual needs and has improved her communication with parents. She makes effective use of an annual action plan to identify improvements such as, linking her observations with specific areas of learning and reviewing these regularly.

Exemplary use is made of the local environment to enhance learning opportunities. For example, recognising children's interests in books; they regularly attend a storytelling session at the library to improve children's listening skills and language acquisition. Children have a good sense of belonging and an excellent record is kept of children's engagement in activities which they enjoy sharing. Children are fully included in the setting and there is excellent support and partnership working to promote continuity in children's care. For example, the childminder has accessed medical training to support a child with cystic fibrosis, so that all children are included in activities through appropriate adaptation and resources. There is an abundant range of high quality toys and resources, which are easily accessible for children to make choices for themselves. This includes an excellent range of resources to positively promote diversity within our society.

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

The childminder interacts well with the children to support their development. She has a good understanding of children's interests and plans a broad range of experiences to meet children's individual requirements. A baby thoroughly enjoys light and sound toys which are made accessible. The child shows his enthusiasm when the musical teddy is played, rocking forwards and backwards in time to the

music. He develops good coordination as he reaches for the buttons pressing them to get a response. The childminder responds well to younger children's 'babble' identifying keywords to repeat. Children are praised for their accomplishments for instance, when a baby copies the action of spinning a wheel on a construction toy as they build together.

The childminder makes sensitive observations of children's engagement in activities, to influence her planning of suitable learning opportunities. She is currently developing these assessment arrangements to link with the aspects within the areas of learning, so that learning priorities can relate to children's stage of development.

Comprehensive risk assessments of outings enhance children's well-being. These are thoroughly evaluated and show how the childminder has effectively promoted children's understanding of safety. For instance, the childminder encourages children to play safely under her supervision, to apply sun cream when it is hot and to be aware of water safety when at the beach. Children are actively involved in frequent fire drills to enable them to become aware of safety should an evacuation be needed. Planned activities thoughtfully support children's developing understanding of how to keep themselves safe and healthy. For example, when on outings the childminder encourages children to observe the traffic lights and engages children in similar role-play activities when at home. Excellent hygiene arrangements have been established and fully implemented. For example, when a child is sick the childminder promptly sanitises the area and the toys wearing disposable gloves. Children learn about hand washing through activities. For example, children draw around their hands and are able to see the difference between dirty and clean ones.

There are effective systems in place to ensure children become aware of healthy lifestyles. There are numerous opportunities for children to be outside and active for instance, in the well equipped rear garden where children are able to access a range of ride-on toys. Children engage in gardening activities and are able to grow, harvest and prepare vegetables to consume. For example, the childminder makes butternut squash soup with the children and provides parents with the recipe.

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	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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
------------------------------------------------------------------	---

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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--------------------------------------------------------------------------------------------------	-----