

Inspection report for early years provision

Unique reference number	EY434868
Inspection date	07/02/2012
Inspector	Debbie 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.

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Description of the childminding

The childminder was registered in 2011. She lives with her husband and two children aged one and three years in Ashton Vale, Bristol. The whole of the childminder's home is used for childminding. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one 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 two children within the age range of the Early Years Register. Both children attend on a part-time basis. The childminder makes use of local facilities including toddler groups, library and parks and takes children to and collects from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively identifies, plans for and meets the individual needs of the children in her care. This enables her to promote their welfare and development well overall. Children make good progress towards the early learning goals overall. Good partnerships with parents and other early years providers ensure continuity in children's care, learning and development. The childminder demonstrates a strong capacity and commitment to continuous improvement. Good use of self-evaluation enables the childminder to identify areas for development, thus ensuring that the outcomes for children are good.

What steps need to be taken to improve provision further?

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

- develop children's speech through imitation, repetition and use of initial sounds.

The effectiveness of leadership and management of the early years provision

Robust arrangements ensure all adults in the household have undergone suitable vetting procedures. The childminder has a secure knowledge and understanding of child protection issues and the procedures she should follow if she has a concern about a child. This promotes children's well-being. Thorough risk assessments on all areas of her home and outings help ensure children are cared for in a safe and

secure environment. Hazards are clearly identified and minimised by the childminder. All required records and documentation are well maintained, organised and shared with parents. Children easily access a good range of high quality toys and resources that support their play and learning and reflect their interests. Visits to local places of interest such as, library, soft play centres, parks and creative play sessions promote children's awareness of their local community. Overall, the childminder has a good knowledge of individual children's backgrounds and needs and she works cooperatively with parents. Children's awareness of the wider world and diversity is promoted well through easily accessible good quality resources. Children enthusiastically take part in regular well planned activities that focus on celebrations such as, Chinese New Year. Children's individual needs are identified and well met

The childminder demonstrates a clear commitment to her continuous improvement since registration, through effective evaluation of her practice that is well targeted in most areas. She is committed to developing her understanding of early years through advice given by the local early years advisor, discussion with other providers, accessing information via the internet and training. As a result, the outcomes for children are good.

The childminder builds very positive relationships with parents, who are very appreciative of the care given and progress their children make. Parents are kept well informed through a comprehensive information folder containing written policies, procedures and leaflets. She exchanges information about children's well-being and interests through frequent discussion and a daily diary. Parents access their own child's learning journal. Three monthly reviews of each child's achievements and a shared approach to future learning, ensure that each child is valued and that they make progress. Effective links with other early years providers that children attend bring about a shared approach to children's care, learning and development.

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

Children are secure and relaxed with the childminder because she knows them well. Children make good progress because the childminder uses her observations of what children know and do, to clearly identify and individually plan for their next steps in learning. Discussions and information gained when children first start contributes effectively to this process of assessment. The well organised play area enables children to choose toys such as puzzles. They persevere as they manoeuvre pieces to fit correctly. Children make marks and give meaning to these as they select paper and use crayons, promoting early writing skills. Children are curious, and with support peel fruit; they count the pieces correctly using their fingers to check; developing skills they need for future life. Children hear the childminder using descriptive words to describe how the fruit tastes. Children's language is supported as they sing songs and listen to stories. They are encouraged to name objects on picture cards, however encouragement to distinguish one sound from another is less frequent. Children enjoy creating

bubbles; they listen to instructions and successfully form these. They count them with support. Weekly visits to a variety of groups provide good opportunities for messy and creative play.

Children understand the benefits of a healthy lifestyle as they enjoy daily play and outings in the fresh air. Visits to local parks and soft play areas extend opportunities for physical play. Children enjoy healthy snacks and access drinks throughout the day from their own drinking bottles. Children enjoy nutritious and balanced home prepared meals and are encouraged to try new foods, such as sesame toast. Children's awareness and understanding of good hygiene routines is promoted well and clearly understood, as they spontaneously select their own individual hand towel. Children learn about their own safety as they frequently practise the fire drill. On outings, they learn how to cross roads safely. Children feel valued when they see their own work on display. Children demonstrate a strong sense of attachment to each other. Their confidence and self-esteem increases due to the frequent praise and encouragement by the childminder. Children's behaviour is good, they are starting to share, take turns and play cooperatively together.

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