

Inspection report for early years provision

Unique reference number	EY221536
Inspection date	28/02/2012
Inspector	Carol Cox

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 first registered in 2001 and is a member of the National Childminding Association. She lives in a residential area of Portishead, close to the town centre. There are shops, parks and local schools within walking distance. The whole house is registered for use by children and there is a secure rear garden for outside play. She has a pet dog and tortoise.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children under eight years, of whom three may be in the early years age group and of these, one may be under one year. She also cares for older children before and after school. There are currently three children in the early years age group on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in relation to their starting points. The childminder is committed to working in close partnerships with parents and other providers to offer children challenging and consistent care. She is working to maximise those partnerships by developing further the two-way flow of information. The childminder makes thoughtful evaluations of her provision and uses these to identify areas for future development. She is fully committed to ongoing professional development and attends regular training. The childminder clearly demonstrates a very good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- encourage parents to share their observations of children's achievements.

The effectiveness of leadership and management of the early years provision

There are robust arrangements in place to safeguard children. The childminder attends regular training to review and develop her safeguarding procedures in line with Local Safeguarding Children Board guidance. She shares her effective policies and procedures with parents so they have a full understanding of her responsibility for protecting children. When out and about on their daily excursions the childminder teaches children about keeping themselves safe. They learn to cross the road and always to keep in her sight when playing in the park. The childminder makes detailed risk assessments of all aspects of her provision meaning that

children can safely explore freely in a safe and relaxing environment. Children enjoy easy access to a wide range of interesting toys and resources to stimulate their imaginations and curiosity. The childminder supports children in their explorations with sensitive and skilful support. Resources are well managed and include many recycled or everyday objects; these are particularly interesting to babies who love to explore shiny tins and interesting textures. Children learn about valuing other people and enjoy learning about and celebrating different festivals from their own and other cultures.

Through establishing effective working relationships with parents the childminder gains a good knowledge of children, their backgrounds and needs. She views each child holistically and offers sensitive support to families. She offers regular information about children's care, learning and development and is trying to encourage parents to contribute their comments and observations of children's achievements. Through well established relationships with others who care for minded children the childminder is able to build a rounded picture of each child's unique qualities and needs and can plan effectively to meet them. The childminder has a strong commitment to promoting each child's learning and welfare needs in all areas. She reflects on her practice and evaluates her provision to identify strengths and weaknesses and plan for future improvement. She is a member of an active and supportive childminder's network and welcomes training opportunities to review and improve the care on offer for children. Through continual reviews and taking appropriate action she demonstrates very good capacity for continuous improvement.

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

Children make very good progress in relation to their starting points. The childminder gains good information from parents about children's care, learning and development needs and makes appropriate plans for future activities. She makes regular observations of their achievements illustrated with photographs and uses these to identify next steps in learning for each child. Children's progress is reviewed regularly and parents are invited to contribute their own comments and share observations, this is an area which the childminder is keen to develop. She skilfully adapts activities to meet the individual needs of all children so they can share learning at their own level. Children enjoy a varied and well-balanced range of activities to progress their learning in all areas, for example, providing a treasure basket filled with shiny things which make noises to encourage a young baby to sit independently. The baby babbles and giggles which the childminder responds to, recognising this important step in language development. Photographs in children's learning diaries demonstrate the wide variety of exciting activities on offer. Children love to express themselves with song and dance, and the childminder explains how she collects dressing-up clothes to encourage their creativity. Children learn to socialise with others when attending toddler groups and begin to learn about the wider world when travelling on public transport to visit local beaches, woods and parks. Through their varied experiences children become enthusiastic and curious learners. They become articulate and confident to

ask for help and support. The childminder supports and consolidates learning through good planning and sensitive interactions with each child. They develop good skills to support future learning.

Children settle quickly with the childminder. She works closely with parents and other carers to identify and meet their unique needs. Children learn about healthy lifestyles and the childminder agrees consistent care routines with parents, for example, parents provide formula milk and weaning foods for young babies to avoid adverse reactions. All health and well-being needs are recorded in detail and met to provide children with comfortable and familiar routines. There are robust systems in place to record medication required with details of any specific guidance from appropriate professionals. Children benefit from regular exercise and fresh air. The childminder is vigilant in providing a hygienic environment and has attended food hygiene training to further ensure food safety. The childminder agrees expectations of behaviour with parents and children and forms simple routines which help children contribute to the household. Children feel very safe in the childminder's care and are surrounded by photographs of their friends and activities. Parents write of their great satisfaction with the care their children receive and the support on offer to their families. Children flourish in the thoughtful and well-informed care of 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	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