

## Inspection report for early years provision

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<b>Unique reference number</b>	EY436751
<b>Inspection date</b>	16/03/2012
<b>Inspector</b>	Timothy Butcher
<b>Type of setting</b>	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 partner and child in Whitchurch, Bristol. The whole of the ground floor of the property is used for childminding and there is a fully enclosed back garden for outside play. The childminder is registered to care for a maximum of five children under eight at any one time; of these, two may be within the early years age group and of these one may be under one. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently, there are four children on roll in the early years age range.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Close and caring relationships are established with children and the childminder has a good understanding of each child's individual needs. Children make good progress in their learning and development and enjoy a stimulating environment in which to play. Their welfare is promoted effectively and secure procedures are in place to safeguard children. Well established relationships with parents and most other carers enable the good continuity of care for children. The childminder implements effective procedures to closely monitor her provision enabling her to make good and continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop systems of self-evaluation further to refine the appraisal of the settings effectiveness to further extend children's learning and development
- develop further the partnerships with other providers delivering the Early Years Foundation Stage to more regularly share development records to further promote children's continuity of care and learning

## **The effectiveness of leadership and management of the early years provision**

The arrangements for the protection of children are robust and the childminder has a clear understanding of her safeguarding responsibilities. Comprehensive policies and procedures fully support the good welfare of children and all adults have been suitably vetted. The childminder places high importance on the safety of children. Clear risk assessments are carried out for the premises and when children go out. This minimises the risks to children. Children enjoy a very safe environment in which to play. She sensitively encourages them to be aware of each other's safety

such as when toddlers sit close to share toys.

The childminder securely promotes equality and diversity as levels of engagement with parents and carers are well established. This results in a good knowledge of each child's background, clear identification of their care needs and individual preferences. All children are treated as individuals. Consequently, their individual needs are met well. Good planning enables the inclusion of resources that reflect diversity to become part of every day play. The celebration of festivals is also made an integral part of a calendar of activities that broadens children's experiences. Parents report positively on all aspects of the childminding service as shown through their written comments. They indicate that they are kept well informed about their child's day. This strongly contributes to the continuity of care for children. Information about children's progress in learning and development is comprehensively shared through the learning diary, regular summaries and review meetings.

Resources are good, fit for purpose and support children's all round development. They are used effectively to achieve many of the planned goals in learning and development. All children including babies have easy access to a wide range of resources and are able to exercise plenty of choice. The home is made attractive to children, conducive to learning and play-friendly. Children strongly benefit from the good use of space and the thoughtful presentation of activities. For example creative use is made of soft materials and cushions on the patio. This enables babies to be cosy and safe while they handle books and musical instruments and encourages them to crawl and explore in safety.

Children quickly make good progress because effective use is made of information provided by previous carers that aid the early assessment process. The childminder effectively communicates with other providers such as when families move to another area. This supports children's good continuity of care and learning across settings. The childminder has systems in place to develop links with other settings such as pre-schools when this becomes appropriate.

The childminder has effective systems to monitor and evaluate her provision, involving parents in the decision-making. She has completed the Ofsted self-evaluation enabling her to initially evaluate the service offered. The childminder consistently reviews the service she offers and quickly implements ideas that she gains from the training courses she undertakes. Currently her systems of evaluation although comprehensive do not demonstrate searching analysis to secure exceptional continuous improvement.

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

Children settle very well and show a strong sense of security and belonging. They confidently explore resources, test their skills and have good opportunities to exercise choice. They participate in a broad range of quality play and learning

opportunities tailored to their individual needs and interests. The system of observational assessment and planning is very comprehensive. The childminder has a very strong understanding of the Early Years Foundation Stage. She is experienced in working with young children and uses her knowledge to effectively plan purposeful play and learning opportunities. Children are motivated and interested in the activities. They explore with confidence and consequently they make good progress in their learning and development.

Overall children make good progress in their language, literacy, numeracy and problem solving skills. Children enjoy a wide range of materials that they can feel and touch, such as dried spaghetti twirls at the water tray. Babies sit to press buttons on books with flaps and listen to the music that is made. Children particularly enjoy having a story read and their learning is further promoted on many levels through the use of story sacks. The childminder keeps up a conversation with children during activities to stimulate their responses and to develop their communication. She skilfully sounds and repeats back words to prompt them to think and to speak, sometimes linking this with sign language. Good use is made of emotion cards to help children express themselves. Children are encouraged to freely explore with all their senses. For example babies explore the feel of paint and gloop; and crackle paper. They discover different sounds with musical instruments. They marvel at the coloured swirling liquid in discovery bottles.

The childminder uses her good understanding of children's home lives to make their play positive and meaningful. Children learn about nature and the world around them such as through visits out. For example they go to collect leaves as part of a festival day celebration. They learn to count throughout the course of everyday activities and learn about capacity as they pour and fill from containers at the water tray. Overall, children are well equipped with the skills they need for future learning.

Young children appear content and settled because their health, physical and dietary requirements are met very well. Children are encouraged to eat healthily and to extend their tastes. Babies are kept clean and comfortable as their nappies are regularly checked. Children make strong progress in their physical development, such as when using the sit on equipment outside. Babies freely explore, climb, crawl and cruise in safety. They test their skills and take measured risks. Children learn how to be considerate of others. The childminder is alert and provides simple and positive explanations about being safe. Children benefit from healthy and nutritious home-cooked meals and snacks. They practice the evacuation procedures to enable children to know what to do in an emergency. Children are responsive and behave well.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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