

## Inspection report for early years provision

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<b>Unique reference number</b>	EY376618
<b>Inspection date</b>	23/04/2012
<b>Inspector</b>	Debbie Starr
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 2008. She lives with her partner and two children aged five and 13 years in Backwell, North Somerset. Childminding takes place predominantly on the ground floor. There is an enclosed garden for outside play. The house is located within a private estate. The family has pet gerbils.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for seven children of whom one is within the early years age range. All children attend on a part-time basis. The childminder only provides term time, out of school care. The childminder makes use of local facilities including library and parks and takes children to and collects from local 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, enabling her to promote their welfare and development well. Children make good progress towards the early learning goals overall. Good partnerships with parents ensure continuity in children's care, learning and development. Effective relationships with other early years providers that children attend are well established. 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 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:

- support children in using a range of ICT for example cameras, CD players and programmable toys in addition to computers

## **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 good knowledge of child protection issues and understanding of 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 the home and outings help ensure children are cared for in a safe and secure environment as hazards are clearly identified and minimised by the childminder. All required records and documentation are well maintained, organised and shared with parents. Children access easily a broad range of high quality toys and resources that support their play and learning and reflect their interests. Children access a varied range of resources that reflect diversity such as books and puzzles. Activities such as food tasting promote an awareness of the wider world and reflect children's experiences such as holidays. The childminder has a good knowledge of individual children's backgrounds and their needs are met well.

The childminder effectively reflects upon and evaluates her practice using a local authority self-evaluation tool. Parents and children's views are sought and are taken into account. She is committed to developing her understanding and knowledge of early years. She has consolidated her knowledge and understanding of safeguarding issues. Discussion with the local early years advisor to develop her understanding of the assessment process for children's development has had a significant impact. As a result, the outcomes for children are good. Future training to enhance her current good practice is focused on health and hygiene. The childminder clearly demonstrates a strong capacity and commitment to her ongoing improvement.

The childminder builds effective relationships with parents, who are very appreciative of the care given and value her flexible approach. Parents are kept well informed through a written prospectus, policies and procedures and clearly displayed documentation. She exchanges information about children's interests, activities and well-being through discussion, text messages and email. The childminder works closely with parents so that children's individual needs are supported and effectively met. Well established 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 show strong attachment and are at ease and secure with the childminder because she knows them well. Children make good progress overall because the childminder uses her observations of what children know and do to clearly identify their interests and plan for their next steps in learning. Discussion and information gained when children first start contributes effectively to this process of assessment. Children's learning is supported well through both child and adult-initiated activities. Children's work is valued; on their return from school they continue to build models they began earlier that day. Good use of open-ended questioning encourages children's problem solving skills. They work things out for themselves and develop their ideas as they construct an intricate route upon which

glass balls successfully pass along. Children happily choose to work on words in their word tin from school. They eagerly set them out and successfully recognise simple words on their own. With encouraging support, children sound out words that are more complex and start to put these into spoken sentences, thus developing skills they need for future life. Children express themselves as they participate in creative activities. They operate a games console but there are few other opportunities to develop skills using a range of ICT equipment. Good use is made of spontaneous opportunities to promote learning and understanding. Children count horses in a field, when walking back from school. They talk about an assortment of berries when eating their tea and the possible dangers if they are unfamiliar.

Children develop an understanding of healthy lifestyles through daily opportunities to be in the fresh air as they enjoy play, using a wide range of equipment in the garden after school. Children enjoy healthy, nutritious and balanced meals provided by the childminder and access drinks on request. Children clean their teeth after breakfast and follow good hygiene routines at appropriate times. Children learn about how to keep themselves safe. They regularly practise the fire drill and know they must stop at particular places prior to accessing the car. Stickers given reward this positive behaviour. Children demonstrate a strong sense of attachment to each other. Friendships at school are valued and they invite friends for tea on a regular basis. Children's confidence and self-esteem increase due to the frequent praise and consistent, calm approach by the childminder. Children's behaviour is good; they 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

<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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