

## Inspection report for early years provision

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<b>Unique reference number</b>	EY374138
<b>Inspection date</b>	30/05/2012
<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).

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 husband and three children aged six years, seven years and nine years in Knowle, Bristol. All areas of the property are used for childminding and there is an enclosed decked area and front garden for outside play. The childminder works Monday to Wednesday only, all year round.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range when working on her own. She is registered to care for a maximum of 10 children under eight years at any one time, of whom no more than six may be in the early years age range when working with one assistant. When working with two assistants, she is registered to care for a maximum of 10 children under eight years at any one time, of whom no more than eight may be in the early years age range. The childminder is currently caring for 13 children, of whom 10 are within the early years age range. All children attend on a part-time basis. The childminder provides free early education to children aged three and four years. The childminder takes children to and collects them from a local school and pre-schools. She attends a number of local toddler groups and takes children to the library and park and on various outings.

## 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. The childminder builds positive relationships with parents but information sharing does not fully focus on children's learning and development. The childminder has not yet established fully effective relationships with all other early years providers that children attend. Robust self-evaluation enables the childminder to target well-chosen areas for development to bring about further improvement to the provision. However, this has failed to identify one breach of the specific legal requirements.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of children's hours of attendance(Documentation) (also applies to both parts of the Childcare Register).

30/05/2012

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

- develop further the two-way flow of information with all parents and other early years providers regarding children's ongoing progress and development, to promote a shared approach to children's care, learning and development.

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

Robust arrangements help to ensure all adults working 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. She carries out thorough risk assessments on all areas of the home and outings. This helps to ensure children are cared for in a safe and secure environment, as hazards are clearly identified and minimised by the childminder. Most required records and documentation are well maintained and shared with parents. However, children's attendance is not recorded everyday. This is a breach of a legal requirement. The childminder's calm approach and follow-up procedures in the event of a significant accident demonstrate the high priority given to meeting individual children's health needs.

Children are able to choose from a wide range of good quality toys and resources that support their play and reflect their interests. Visits to local places of interest, such as a variety of toddler groups, community farm and celebratory activities at a local school such as for the Olympic torch, promote children's awareness of their local community. The childminder has a good knowledge of individual children's backgrounds and their needs are well met. She shares all relevant information with her assistant in order that they work collaboratively to support children's all round needs. Children's home language is respected and used at various times of the day. Children take part in regular activities that promote an awareness of the wider world and reflect their own and others' diversity such as Holi.

The childminder demonstrates a clear commitment to her continuous improvement through effective evaluation of her practice. The recommendations from the last inspection have been addressed fully. She is committed to developing her understanding of early years through ongoing training and discussion with other providers. Some areas for improvement are identified through her use of a recognised quality improvement system and local authority quality planner. Parents' views are taken into account. The childminder has made improvements to her provision, including reviewing the foods offered to children, reorganising resources to make them more accessible to children and attending further training in sign language to enhance communication with children.

The childminder builds very positive relationships with parents, who are very appreciative of the care given and progress their children make. The childminder works collaboratively with them so that children's individual needs are supported and effectively met. Parents are kept well informed of their children and her

service through discussion and written policies and procedures. The childminder exchanges information about children's well-being and interests throughout the day through discussion, email and text messaging. These discussions, however, do not focus sufficiently on children's learning and development to enable parents to be actively involved in their child's ongoing learning. The childminder has made mostly effective links with some early years providers that children also attend. However, the exchange of information about children's next steps is not well established with all so as to 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 at ease and secure with the childminder and her assistant because they know the children 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. Discussion and information gained when children first start contributes effectively to this process of assessment. Children explore and manipulate dough with their hands and create interesting shapes and patterns using a wide variety of tools. The childminder uses open-ended questioning to effectively support children to develop their own ideas. Children hear the childminder use descriptive and mathematical words to describe how the dough feels, the shape and quantity. Children create objects using their imaginations and sing number songs as they spontaneously count what they have made. Children's language is supported and extended by the childminder and her assistant, as they enthusiastically choose and listen to stories, sing songs and are introduced to more complex words. Children's communication is enhanced as they use some basic sign language. Children make marks and some form letters correctly, as they select paper and use pencils and crayons promoting early writing skills. Children are curious, and with support, work out how to use 'talking pads' and 'buttons' to record their own voice, developing skills they need for future life.

Children understand the benefits of a healthy lifestyle as they enjoy daily play in the garden and walks in the fresh air. Visits to local parks and open spaces extend opportunities for physical play. Children enjoy a wide variety of nutritious and healthy snacks and meals provided by the childminder and access drinks throughout the day from their own drinking beakers. Children participate in weekly cooking activities, further promoting their understanding of healthy eating. They follow good hygiene routines at appropriate times. Children learn about their own safety as they regularly practise the fire drill. Older children demonstrate a clear understanding of personal safety, as they spontaneously talk about why babies cannot have scissors. On outings they learn how to cross roads safely. Children demonstrate a strong sense of attachment to each other and their contributions are valued through the display of their work. Their confidence and self-esteem increases due to the frequent praise, encouragement and consistent and clear approach by the childminder. Positive behaviour such as, sharing is effectively promoted through singing songs. Children's behaviour is good; they 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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 30/05/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Records to be kept). 30/05/2012