

## Inspection report for early years provision

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<b>Unique reference number</b>	EY288266
<b>Inspection date</b>	08/09/2010
<b>Inspector</b>	Nigel Smith
<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 was registered in 2004. She lives with her husband and two children aged seven and three years in Horfield, Bristol. The whole of the childminder's home is used for childminding, and there is a fully enclosed garden for outside play. There are no pets.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to toddler groups, childminding groups and to local parks.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children receive close support from the childminder in her calm, well-resourced setting. Close attention is paid to ensuring that children are safe and that their hygiene is promoted. Most policies and procedures are in place to support children's welfare. The childminder is reflecting on her practice and has made improvements in the areas highlighted at her previous inspection.

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

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

- obtain prior written consent for administering medication
- 28/09/2010

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

- increase the regularity of the assessments in each learning area in order to assess children's progress

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

The childminder has a sound knowledge of child safeguarding issues and knows how to protect children should she have a child protection concern. She retains relevant contact details to make a referral if necessary. Both adult members of the household have undertaken criminal record checks, and the childminder ensures that children are never left alone with anyone who has not been checked. The childminder completes risk assessments of the premises and garden and considers potential hazards before taking children on outings. Within the home, safety measures such as gates across the stairs and in the section of the garden containing the greenhouse ensure children's safety by preventing unsupervised access.

The childminder promotes her partnership with parents effectively by ensuring that they are aware of her policies and procedures and sharing their children's learning records with them. She obtains written feedback from parents, who comment positively on the 'love and attention' given, the 'family environment', and that the setting is 'clean and safe'. The childminder has liaised appropriately with another setting providing the Early Years Foundation Stage to a child in her care so that information may be shared regarding the child's interests and development.

The childminder has begun to assess her practice using the Ofsted self-evaluation tool. She has satisfactorily addressed the issues raised at the last inspection. She further seeks to improve her practice by attending relevant training events such as to learn Makaton. The childminder ensures that all children are included in the setting, for example learning key words to ensure communication with children for whom English is an additional language. Children freely select from the play resources which are readily accessible to them in the playroom, and the childminder rotates her selection to ensure that there is a variety of choice.

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

Children are fully occupied with the childminder and relate well to her. The childminder is patient and calm and supports them in their activities. Learning takes place in and out of the home as the children regularly go into the garden. They also visit toddler and childminding groups, where they learn to mix with other children. The childminder helps to develop children's future life skills through activities which support their numeracy, reading and writing skills. Children have opportunities to use a computer. They handle books and listen to stories in the 'den'. Mark-making activities with different items such as paint brushes give the opportunity to practise their pre-writing skills. They practise their numbers as they count during games, such as when playing 'hide and seek'. They learn about

different quantities through filling buckets with sand in the garden. They learn about their cultures and those of others, for example through looking at the map on the wall and wearing an Algerian dressing up outfit. Children develop their creative skills as they make shapes with dough, saying 'it's like spaghetti' when they attach hair to a small world figure. They use their imagination in pretending to cook in the play kitchen area. They develop their large muscle skills as they use the small trampoline in the garden, and their small muscle skills when cutting materials with scissors to make a collage. Learning to take turns on the garden equipment helps to develop their social skills.

The childminder completes some observations of children's play, and identifies the next steps in their learning. However, these are not carried out sufficiently frequently in each learning area so that progress can be measured. Children learn about keeping safe as the childminder discusses road safety with them before going out. Good behaviour is effectively encouraged as the childminder rewards children with praise. Appropriate measures such as reminding children to wash their hands before eating minimise the risk of cross-infection and promote good hygiene. There is an appropriate procedure in place for dealing with any accidents and permission is obtained for the childminder to seek emergency medical treatment if necessary. The childminder has not obtained written permission from the parent when agreeing to administer medication, which could lead to confusion about quantities given.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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