

Inspection report for early years provision

Unique reference number	136260
Inspection date	08/09/2011
Inspector	Brenda Flewitt
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 was registered in 1996. She lives with her husband and adult daughter in a house in Yate, near Bristol. Childminding takes place mainly on the ground floor including the lounge-dining room and kitchen. Toilet and sleeping facilities are provided on the first floor. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time, of whom three may be in the early years age range. There are currently four children on roll of whom, two are in the early years age range. The childminder also cares for a child over the age of eight years. The childminder supports children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming family home. The childminder promotes positive relationships with parents, which results in her knowing the children well to meet their individual needs effectively. Children are involved in a broad range of activities, both inside and out, that helps them make good progress in most areas of their learning and development. The childminder has effective methods to help identify areas for development. She increases her knowledge about various areas of childcare to continue to improve the learning experiences for children.

What steps need to be taken to improve provision further?

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

- support children's growing independence with regard to the storage arrangements for play equipment so that all children can make spontaneous choices from a full range, to extend their own play and learning

The effectiveness of leadership and management of the early years provision

The childminder implements clear policies and procedures to promote children's welfare and safety. She assesses risks and puts measures in place to ensure that children play in a safe environment, both in the home and on outings. The childminder has a good understanding of safeguarding children, which includes how to recognise signs and symptoms of abuse and the procedures to follow if there are concerns. She has a system to record existing injuries as routine. This all

contributes towards protecting children from harm. All the required records are in place, well organised and stored confidentially.

Overall the childminder organises her home well to meet the needs of the children in her care. Children use a good range of toys and equipment; however, the storage arrangements do not always enable children to make spontaneous choices from a full range. The childminder makes use of local facilities to provide outings to enhance children's learning. For example, regular attendance at a children's group enables them to use alternative resources and develop their social skills. Children meet a range of people when they are on outings. They learn a positive attitude to people's differences through the good example set by the childminder. Young children access a variety of toys and resources that reflect a diverse society and present positive images of a variety of people. The childminder seeks information from all families in order to acknowledge home backgrounds and support children's communication skills.

The childminder promotes effective and supportive relationships with parents. She provides clear information about her setting, which includes some written policies and procedures. The childminder encourages daily verbal exchange of information, in order to meet children's individual needs. Parents say that their children are happy and settled in the care of a childminder who puts the children first and 'goes the extra mile'. They are pleased with the childminder's contribution to their development and the range of activities she offers. Children themselves feel that their childminder 'really cares about' them. The childminder has a good understanding of her responsibility for sharing information with other providers to promote children's overall development when they also attend other settings.

The childminder has effective methods to identify areas for development, which include welcoming support and advice from early years advisors. She has addressed the recommendations set at the last inspection, which has improved aspects of children's health and information for parents. The childminder is keen to extend her knowledge through training courses. She shares ideas for good practice with other professionals to support continuous improvement for children's learning experiences.

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

Children are happy, settled and secure in a warm and caring environment. They develop trusting relationships with the childminder and one another. For example, a baby shows affection for their childminder with a spontaneous cuddle, and a young child is pleased when a baby wakes and is keen to play. Children develop a strong sense of belonging; they like to look at photos of themselves and their friends enjoying activities. Children know what to expect through familiar routines and clear explanations. They learn to share and take turns, and begin to understand the importance of tidying away toys when they have finished with

them. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem and confidence.

Children participate in a wide range of activities, both inside and out, that helps them learn through play. The childminder is aware of each child's interests and preferences, which enables her to support their learning. She has developed a clear observation and assessment system, which includes dated and annotated photos of children's activities and records of their achievements. She uses this successfully to plan for the next steps in their learning and development. Children develop a sense of number and quantity through play and everyday activities, such as counting bricks and stairs or weighing ingredients when cooking. Children like to play matching games and solve problems with various shape sorters. Children's days include a variety of outings that raise their awareness of the wider world. Daily walks and visits to parks encourage children's curiosity about wildlife and changes in nature. The childminder interacts positively with the children, which helps them learn good communication skills, solve problems and start to understand the world around them. She is skilful at progressing activities according to children's interests and abilities. For example, a young child enjoys experimenting with blowing pieces of tissue, learning about the difference it makes when they use 'flat' or 'folded' paper. The childminder extends the game by supplying straws and then introduces water for blowing bubbles.

Children enjoy a healthy lifestyle. They learn good routines for their own personal hygiene. From a young age children make choices from healthy options for meals and snacks and learn about the effect on their bodies through discussion. Children have daily fresh air and exercise by way of garden play, going for walks and visits to local parks. Children learn about aspects of their own safety, such as crossing roads, being aware of boundaries and using equipment sensibly. They are involved in practises of the emergency escape plan, so that they know what to expect in a real situation.

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:

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect. 22/09/2011

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 22/09/2011