

Inspection report for early years provision

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Inspection date	15/06/2011
Inspector	Barbara Walters
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.

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Description of the childminding

The childminder was registered in 1996. She lives with her adult daughter and two children in the area of Stoke Gifford, South Gloucestershire. The whole of the property is used for childminding and there is a fully enclosed garden for outside play. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The family has a pet dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age range on a part-time basis. The childminder also cares for children from five to 11 years of age. The childminder walks or uses a vehicle to go to local schools to take and collect children. She attends the local children's group and takes children to the local park.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is caring in her approach and offers a welcoming, child-friendly environment where children make good progress in their learning and development. The childminder works closely with parents in order to be aware of and support each child's needs. Children are generally supported to be safe and enjoy a healthy lifestyle. Children enjoy playing freely with a range of toys and activities which mostly meet their individual learning needs. An overall self-evaluation of practice that would identify areas for further development is not yet firmly in place.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to enjoy natural sensory experiences
- develop the system for ongoing self-evaluation to ensure the strengths and areas for improvement are identified.

The effectiveness of leadership and management of the early years provision

The childminder gives time and thought to the service she provides and children are settled in her care. Children are offered a welcoming, child-friendly environment. Space is organised to help children move freely and the childminder ensures that the home is comfortable for children's play and rest. Children are able to select from activities and toys which meet safety standards. However, children's choice is not fully maximised as resources on offer limit young children's exploration of natural sensory experiences. The setting has appropriate systems to

help ensure children's welfare. For example, visitors to the setting are recorded, along with their hours of attendance. All the required policies and procedures to ensure children are safeguarded are in place. The childminder suitably understands her role and responsibilities in protecting children. She has gathered relevant guidance literature to ensure she has up-to-date information about the procedures to follow if she has a concern about the welfare of any child. All adults in the household have been checked to ensure they are suitable. The childminder is clear about areas of her practice she would like to develop and demonstrates a commitment to continual improvement. She has completed the recommendation from the last inspection and is keen to advance her personal development. The childminder regularly meets with other childminders and the local authority support worker to help keep her up-to-date with any changes in childcare and reflect on her practice. However, systems to monitor and evaluate, to ensure outcomes for children are built upon and to help her identify strengths and areas for improvement have yet to be fully developed.

The childminder has a positive relationship with parents and ensures that the children's needs are suitably met. Parent's views and information is shared through daily discussions. Parents report that they are happy with the care the childminder provides and the children have new experiences and are growing in confidence. The childminder has established useful links with other early years settings that children attend and provides them with information of where children are in their learning. The childminder has a suitable awareness of how to include all children in her setting and displayed photos of the children and their achievements help them to feel valued. The childminder adapts activities so that children are given opportunities to participate at their own level, which supports their individual needs.

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

The childminder draws on her experience, knowledge and understanding in her everyday work with children to ensure they are included and supported appropriately. Children are confident to initiate their play, as well as receiving a good level of adult support. The childminder plans a variety of interesting activities in the childminding day. For example, children enjoy regular visits to the local children's groups where they take part in activities which meet their individual needs and begin to socialise with other children. Children are beginning to have personal independence and confidently refuse the childminder's support as they practise their walking skills. The childminder is engaged in children's play and ensures play opportunities are varied effectively to provide interest and are developmentally appropriate. For example, children are developing a love of books as they cuddle into the childminder and explore pictures and point to the characters in the story. The childminder uses activities well for the individual children and their level of understanding. The childminder's close involvement and open questioning help young children promote their language skills and develop their natural curiosity. Children are eager to explore and investigate what is on offer and delightfully take the initiative in their play and develop good levels of self-esteem. For example, young children repeatedly investigate interactive sensory

toys, pressing buttons and discovering that one action has an effect on another. Children learn to solve problems and confidently attempt to match the jigsaw puzzle. Individual assessment records are in place for each child attending which include both photographic and documented evidence. These are used to identify children's next steps for learning to assist the childminder in her future planning.

The childminder mostly maintains a safe environment by ensuring that children are supported in the home and when on outings. Children begin to learn about keeping themselves safe. For example, they practise the fire emergency routine with the childminder and discuss road safety when walking to school. Young children begin to learn to keep themselves safe by helping the childminder to clear away toys to prevent tripping hazards. Children begin to develop a suitable understanding of healthy living by using their own towel and flannel to limit the spread of infections. The childminder works closely with parents and supports children's special dietary needs. The childminder knows the children well and uses sensitive methods to manage their behaviour, for example, children are skilfully distracted and taken away from potential conflict. The childminder is very positive and always uses praise and encouragement to reward good behaviour and effort and consequently, children feel secure and happy.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	2
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

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	3
The extent to which children adopt healthy lifestyles	3
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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