

Inspection report for early years provision

Unique reference number	136339
Inspection date	23/10/2009
Inspector	Nigel Lindsay Smith
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 2001. She lives with her husband and two children aged 14 and nine years in Longwell Green, South Gloucestershire, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, and there is a fully enclosed garden for outside play. She has a rabbit as a pet.

The childminder is registered to care for a maximum of six 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 six children 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 collects children from school and pre-school, and takes children out to parks, the library, toddler groups, soft play, the zoo and other places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals and in developing skills for the future through the childminder's thorough understanding of the Early Years Foundation Stage (EYFS). The childminder is committed to assessing and developing all aspects of her practice. She establishes good partnerships with parents so that they work together to ensure that children's individual needs are fully taken into account in the activities planned by her.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessments are dated to show that regular reviews are carried out
- maintain a regular two-way flow of information with other providers

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded due to the childminder's good knowledge and understanding of the appropriate action to be taken in the event of any child protection concerns. The childminder has a good understanding of the Local Safeguarding Children Board procedures and has completed additional training to develop her knowledge. She completes comprehensive risk assessments which include each individual outing as well as all areas of her home and garden,

although these are not dated to indicate when their review is due. Written policies, procedures and documentation required for the efficient management of the EYFS framework are in place and are maintained well to promote children's safety and well-being. The childminder organises the play space to enable children to access toys and resources independently. The daily routine and play activities are adapted to suit the unique needs of the children and provide an inclusive setting. There is a variety of resources and activities to introduce the children to a wider range of cultures and religions. Children of all ages and abilities can choose from a catalogue that the childminder has made containing photos of all of her provision.

The childminder carries out observations on the children's play so that she can assess their progress and use this information to plan for the next steps for each individual child. For example, after a child has enjoyed looking at their image in a mirrored page for the first time, the childminder said that she would extend the child's learning by identifying parts of the body, using the 'head, fingers' song.

The childminder develops good relationships with parents to ensure that she cares for their child in accordance with their wishes. She provides a comprehensive portfolio of information about her setting, including a detailed explanation of the EYFS. She provides newsletters to give regular updates. Parents give positive feedback about the childminder and the care provided, for example commenting 'she is caring, helpful and provides good communication', and 'she provides a fun environment in which children flourish'. The childminder has made initial links with other settings providing the EYFS to children in her care, but has not yet fully developed this liaison.

The childminder thoroughly evaluates her practice, using the Ofsted self-evaluation form to assist her. She regularly attends additional relevant training, such as, in 'Infant Feeding, and Dance', to update her knowledge and skills. She uses information gained from such training to develop her practice, demonstrating her commitment to further improvement. The recommendation from the last inspection has been successfully addressed.

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

Children enjoy their time with the childminder. She is kind and develops good relationships with them, supporting them well in their learning through play. Children experience a good balance of planned activities and the opportunity to make their own choices, with a wide variety of equipment made available to them. Children are relaxed and happy in the childminder's company as they experiment with connecting sections of road and manoeuvring a school bus round it. They choose from the accessible rack of books and sit comfortably with the childminder as she reads to them. They enjoy opening the pop-up flaps and use their emerging language to talk to the childminder about their parents as they look at 'mummy and daddy bears'. They select their own shoes and practise putting them on to go out and feed the rabbit with apple they have helped to cut up. They experiment with an interactive musical toy and then freely explore a small chest of drawers, showing interest in a threading set and successfully threading a lace. They

discover a small wind-up train set in the drawers and, when the childminder has helped them to create the track, they describe a circle with their hands as the train goes round. While looking at a book of facial expressions they are fascinated by a mirrored page, identifying their ears as the childminder interacts with them and waving to themselves with pleasure.

Children have regular opportunities to develop their physical skills through, for example, following obstacle courses, walking and balancing on walls. They explore the wider community through visits to a toddler group, a local wildlife park, and posting letters at the post office. They begin to learn about keeping healthy as they access their drink bottles from a low table so that they do not become thirsty. Their health is promoted through the childminder's good hygiene, for example, by providing individual towels and flannels to minimise the risk of cross-infection.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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:	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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