

Inspection report for early years provision

Unique reference number	150703
Inspection date	21/02/2011
Inspector	Debbie Starr
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 2001. She lives with her husband and two children aged 14 and 11 years in Highridge, Bristol. Childminding takes place predominantly on the ground floor. There is a fully enclosed garden for outside play. The family have pet guinea pigs.

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. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for three children within the age range of the Early Years Register. All children attend on a part time basis. The childminder makes use of local facilities, including toddler groups and parks, and takes children to and from local nurseries, pre-schools and schools.

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 children in her care, enabling her to promote their welfare and development well overall. The childminder's good knowledge and understanding of how children learn through a balanced range of activities, supports children to make good progress in their learning and development. Good partnerships with parents ensure continuity in children's care, learning and development. Partnerships with other early years providers that children attend are not well established. The childminder demonstrates a clear commitment to continuous improvement through effective self-evaluation that ensures the outcomes for children are good.

What steps need to be taken to improve provision further?

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

- gain more focused information on children's learning and development when they first commence to support the identification of their starting points and capabilities
- develop the two way flow of information with other early years providers to ensure continuity in children's care learning and development.

The effectiveness of leadership and management of the early years provision

Appropriate arrangements ensure all adults in the household have undergone suitable vetting procedures. The childminder's good understanding of child protection issues, and knowledge of the procedures she should follow if she has a

concern about a child, ensures children's wellbeing is safeguarded well. Appropriate risk assessments on all areas of her home and outings ensure children are cared for in a safe and secure environment. All required records and documentation are well maintained, organised and shared with parents. Children easily access a varied range of good quality toys and resources that support their play and reflect their interests. Visits to toddler groups, local places of interest and parks promote children's awareness of their local community. Overall, the childminder has a good knowledge of individual children's backgrounds and needs. Children spontaneously play with resources that reflect diversity, and have regular opportunities to develop an awareness of the wider world through meaningful activities and experiences.

The childminder effectively reflects upon and evaluates her practice, through use of the Ofsted self-evaluation form and regular discussion with other childminders and her local early years advisor. She has fully addressed the recommendations from the last inspection and attended a range of training courses. For example, she has accessed safeguarding training to update and consolidate her knowledge and understanding. She has sought advice to develop and improve her understanding of the assessment process for children's development. This has had a significant impact upon her planning and evaluation of activities and children's achievements, and as a result the outcomes for children are good. The childminder clearly demonstrates a strong commitment to her ongoing improvement.

The childminder builds good relationships with parents who are very appreciative of the care given, and the progress their children make. They are well informed of her practice through discussion, written policies and procedures and clear display of information, such as the Ofsted contact number, activity plans and menus. Frequent discussion, access to written observations and future planned opportunities for learning and exchange of information about children's achievements and progress, ensures that each child is valued; overall, their individual needs are identified and met. Initial links have been made with other early years providers that most children attend; however, these are not yet effective so as to bring about continuity in children's care, learning and development.

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

The childminder is sensitive to children's needs; she is flexible and takes time to help them settle and separate confidently from their parents. Children form strong attachments and eagerly welcome each other on arrival. Children make good progress overall 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 initial information gained from parents when children first commence with the childminder does not focus fully on children's learning and development to support the clear identification of their starting points and capabilities. Children are eager to join in and engage fully in both adult-led and child initiated activities based upon their interests and priorities in learning. For example, children develop self care skills as they dress themselves in a variety of

costumes and tabards as they play elaborate imaginative games. They play cooperatively together and demonstrate a clear understanding of how they keep themselves safe when travelling in imaginary vehicles by wearing seat belts, and how firemen and policemen protect them. Children demonstrate an understanding of technology as they speak through pretend walkie-talkies. Through clear guidance, children develop good skills with a variety of tools, such as rolling pins and shape cutters to manipulate dough. Children take turns and are respectful of others; for instance, they spontaneously use words such as 'please' and 'thank you'. Children's vocabulary is extended through the use of descriptive words, as they are encouraged to express how dough feels. Children's problem solving skills are encouraged well through good opened questioning by the childminder, who encourages children to develop their own ideas. For example, children work out what they need to do to make sand castles when sand is dry.

Children develop a good understanding of healthy lifestyles through daily opportunities to play in the fresh air, either in the garden or in local parks. Visits to a local soft play centre and toddler groups extend opportunities for physical play. Children enjoy nutritious and balanced home prepared meals offering fresh vegetables and healthy snacks throughout the day. Children spontaneously access drinks from their own drinking cups, which are regularly re-filled. They understand the importance of, and follow, good hygiene routines at appropriate times. Children from a young age understand how they keep themselves safe within the home. For example, they recognise the need to pick toys up to prevent tripping, and clearly understand what to do when the smoke detector is set off and which route to take to evacuate the house. Children are kept safe on outings through the wearing of reins or wrist straps, and by reinforcement from the childminder on how and when to cross roads safely. Children's confidence, self-esteem and sense of achievement increases due to the frequent praise and encouragement and consistent clear approach of the childminder. Children understand what is expected of them. They willingly share resources and take turns with little prompting. Children's behaviour is very good and they develop good skills for the future.

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	3
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:	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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