

Inspection report for early years provision

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Inspection date	31/03/2010
Inspector	Zahida Hatia
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 registered in 2004. She lives with her daughter aged 10-years-old. They live in a two-bedroom mid-terraced house in the Kingswood area of Bristol. The whole of the property is available for childminding purposes and there is an enclosed garden available for outdoor play. There are shops and local amenities within walking distance. The family have two pet hamsters.

The childminder is registered to provide care on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under the age of eight years, of whom three may be in the early years age group. Care is provided on a full and part-time basis throughout the year. The childminder currently has five children on roll on a part-time basis, four of whom are in the early years age group. Children attend from the surrounding areas. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are cared for in a warm, welcoming family home. The childminder works hard to ensure that the needs of individual children are well met. Children's safety and well-being are promoted consistently well. They make good progress in their learning and development as they enjoy a variety of play experiences that are well planned to meet their individual needs. Good working partnerships with parents ensure the children receive continuity of care and that communication is open. The childminder is beginning to evaluate her practice effectively which demonstrates a sound commitment to continuous improvement, and she is beginning to identify where updating of training may enhance her practice.

What steps need to be taken to improve provision further?

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

- further develop and analyse observations in order to clearly identify and plan the next steps in children's learning
- further develop procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision well. She embraces the importance of safeguarding children and demonstrates a really sound and sensitive understanding of associated issues. She has a detailed written procedure in place

with contact details should she need to make a referral. Consequently, children are well protected. Children learn about keeping themselves safe through instruction and everyday practices, for example, fire and road safety and safe use of equipment. The childminder has a comprehensive range of policies and procedures in place which are up-to-date and stored in a confidential way. There are comprehensive systems in place to record children's details and accidents, ensuring children remain well protected. The childminder places priority on planning for inclusion which supports children effectively. The environment in which the children are cared for is safe, supportive, warm and welcoming which helps support children's learning and development. Detailed risk assessments are in place for the entire home and for outings which are updated to take into account potential risks. In addition the childminder ensures that she conducts visual risk assessments on a daily basis to ensure children's welfare is well safeguarded.

The childminder has a positive attitude towards professional development and has completed her National Vocational Qualification level 3 in Childcare. The childminder is beginning to evaluate her practice. Parents complete regular questionnaires to assist the childminder with her self-evaluation process. However, this is not yet fully developed to consistently identify strengths and areas for improvement. The recommendation made at the last inspection has been successfully addressed and reviewed in line with the Early Years Foundation Stage. Currently, no children with special educational needs and/or disabilities attend the setting. The childminder demonstrates a positive attitude to working with parents and taking steps where appropriate to ensure that all children are fully included in all activities at the setting.

The uniqueness of each child is valued and recognised. Parents communicate effectively with the childminder through daily discussions and also by using the 'learning journal'. The childminder has built good relationships with parents. She is keen to address children's individual circumstances and is sensitive to the family's needs. The childminder gathers relevant information about each child's individual needs, such as medical and dietary requirements. Good procedures are in place to establish effective partnerships with parents, who are given copies of the childminder's policies and procedures. There are currently no children attending who receive education and care in more than one setting. The childminder shows a good understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and coherence of care, learning and development.

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

The childminder has attended training on the Early Years Foundation Stage and implements it well. The childminder plans activities around children's capabilities and interests. She is continuing to develop children's individual observational files. They currently contain photographs of activities, observations and links to the Early Years Foundation Stage and the early learning goals. They also identify next steps in children's learning. However, these are not consistently recorded.

Children are happy, settled and relate positively to the childminder as she joins in with their play. The childminder has good strategies in place for managing behaviour which are appropriate to the children's ages, stages of development and understanding. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources which promote a positive outlook of the wider world. For example, the childminder has been helping children to make a collage with the theme of 'similar' and 'different', such as the difference between boys and girls, tall and short. This is done sensitively and is planned to meet children's age and stage of development. Play resources are organised in a manner which helps to promote children's free choice and independence. A good balance of child-centred and adult-led experiences ensures children are presented with appropriate challenges for their age and stage of development. There is some lovely interaction between the childminder and the children. She uses facial expressions and body language well to communicate with them, as well as giving them time to respond in their own way. Opportunities are provided to nurture children's problem solving and numeracy skills, for example, children sort shapes, and complete jigsaws and puzzles. Knowledge of the natural world is well fostered as children visit local amenities, such as parks and toddler groups and go for walks. The children delight in using their imagination as they push the toy buggies and use the doll's nappy changing mat to pretend to change nappies and potty train the dolls.

Children flourish as they access good opportunities for physical play, including running in the park, negotiating large climbing equipment and using sit and ride toys at the toddler groups. Children independently choose their own rest periods throughout the day and parents' requests concerning rest patterns are respected by the childminder. Parents currently choose to provide meals for their children. The childminder provides plenty of drinks to ensure children are kept hydrated through the day. Children are learning good personal hygiene through consistent routines and positive role modelling. They do not attend if they are sick, which enables the childminder to protect others from illness. Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. The premises are secure with effective procedures being in place for the collection of children. This positively contributes to children's overall well-being.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met