

Inspection report for early years provision

Unique reference number	EY284157
Inspection date	09/09/2010
Inspector	Yvonne Campbell
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 registered in 2004. She lives with her husband and two children ages seven and four years in Stapleton, Bristol close to a main route to the M32. The whole of the premises is used for childminding and there is a fully enclosed garden for outdoor play. The premises are accessible at ground level.

The family has a cat. Minded children may have supervised contact with the pet.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for not more than three children under eight years. There are currently four children on roll, of these three are in the early years age group. She is also registered to care for older children on the voluntary part of the Childcare Register

. The childminder attends a toddler group at a local children's centre on a regular basis. She is a member of the Bristol Childminding Network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of all ages are relaxed and feel safe in the warm and welcoming environment created in the childminder's home. The childminder has a good understanding of the learning areas of the Early Years Foundation Stage. She provides a wide range of activities for children in the home and also during visits to preschool groups in the community. Children are kept safe through the childminder's ongoing awareness of possible hazards and risks. She makes sure that control measures are in place at all times. Partnership with parents and other providers of care for early years children are quickly established by the childminder. This enables her to provide continuity of care for children and they settle quickly as their needs are met fully. The childminder has evaluated her practice using prompts from the self evaluation document provided by the regulator. She has identified some areas for further development, such as the need to update her knowledge on the safeguarding children procedures. She has accessed a suitable training course to complete this area of her professional development.

What steps need to be taken to improve provision further?

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

- improve the arrangements for children who sleep upstairs and ensure they are more closely monitored during rest periods.

The effectiveness of leadership and management of the early years provision

Children's wellbeing is safeguarded and promoted as the childminder has a thorough understanding of abuse. She is vigilant about possible signs and symptoms and ensures children are protected at all times. All adults in the home have completed Criminal Record checks as required. Children are closely supervised during trips in the community and are never left in the care of others. The childminder has developed a written safeguarding policy which she shares with parents so they are aware of her responsibilities and also the procedure that will be followed if there is concern abuse may have taken place. The local safeguarding children guidance booklet is accessible for reference if necessary.

The childminder has the ability to maintain continuous improvement as she evaluates her practice and seeks ways to improve the care she offers to children and their families. She acts promptly on suggestions for improvement made by support workers. For example, she has recently purchased more child size furniture. She has repositioned information displayed for parents to an area in the home which is more prominent and easy for them to see. Links to a local childminding network ensure that the standard of care will be maintained at a consistently high standard through ongoing checks and the need for the childminder to complete regular training.

All policies and procedures are typed and are accessible to parents. Some signatures are required to show parents have read and understand the policies. Parents are also engaged in their children's learning. There are regular discussions on progress and parents have access to their children's development records.

The available space in the home is organised well to enable children to self select toys and to explore at their own pace. Some favourite toys are set out and others are stored at child height. The childminder also makes good use of wall space to display posters with stimulating educational images. This included a large map of the world and a numbers chart. Children have access to an enclosed outdoor area and on fine days are able to enjoy free flow inside and out play in the well maintained and safe garden. The childminder ensures that children rest quietly in an upstairs room. However, though she makes regular checks on sleeping children, the door to the bedroom is sometimes closed and there is a risk that a child may not be heard immediately when they wake as the sleep monitor is not being used.

The childminder works closely with parents and involves them in evaluation of her practice by asking them to complete questionnaires. All say their children are happy and they are satisfied with the care provided. The childminder engages other providers of early years care and shares information about children. For example, when collecting reception age children from school, she seeks feedback on children's well being and asks how she can support learning.

The childminder shows a positive attitude to promoting equality and diversity at an early years level. This ensures all children are acknowledged and affirmed regardless of their background or ethnicity. Children who are bilingual have

opportunity to hear some familiar words in their home language as the childminder obtains a list of words from parents which she uses in appropriate situations. Children respond positively to this and smile and repeat what is said. Children have access to a range of play materials that reflect images of the wider world. These include male and female dolls of various skin tones.

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

Younger children feel safe and secure as they enjoy and learn from a range of activities provided in the childminder's home. They show curiosity and interest in the resources and play for significant periods of time as they complete self-chosen tasks. For example, a toddler age child shows strong interest in puzzles. The childminder supports her by showing how she can match colour and shapes to slot the inset puzzle into place. Children are eager to communicate and talk to the childminder using a mixture of words and gestures and sounds. The childminder listens carefully and reflects back what is said using the words in sentences so children are beginning to learn how words link together to make meaning. They enjoy imaginary play using dolls and buggies and recall through their actions, the understanding of the world around them.

Some children are developing very distinctive play patterns, such as an interest in food preparation and putting various ingredients together. The childminder supports learning by providing various ingredients for making sandwiches or healthy pizza. Through these activities, children learn about healthy eating; develop the skills of using small equipment and they also learn where the ingredients come from during shopping trips with the childminder. School age children are fully occupied as they have access to interesting, age appropriate activities. Some older boys enjoy good quality imaginary play using actions and language. The childminder observes children but limits her direct intervention so that children can fully develop play using their own ideas. The childminder observes children and records their progress. Plans are then developed so that learning can be consolidated, supported and extended in line with each child's individual stage of development.

Children enjoy frequent trips and outings into the community including visits to toddler group where they learn to mix with children their own age and other familiar adults. The childminder ensures that children are safe at all times. She has very thorough risk assessment procedures which are checked and reviewed on a regular basis to ensure the safety procedures remain in place and there are no new hazards which may harm children. Children enjoy healthy meals and snacks. The childminder works with parents and complies with their wishes and instructions on the type of food offered to children. They also have energetic play in the garden where the childminder has a selection of resources such as bikes and mobile toys to support movement and development of large muscle skills.

Children behave well. The childminder ensures that their needs are met and they are fully occupied. She also explains when changes in the routine are about to

happen. This insures children know what to expect and do not become frustrated. Older children have ground rules so they understand the type of behaviour which is expected during childminding.

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:	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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