

Inspection report for early years provision

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Inspection date	18/01/2010
Inspector	Michelle Tuck
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2005. She lives with her husband who is also a registered childminder and three children aged three, seven and thirteen, in Bristol. The whole of the ground floor of the childminder's accessible house is used for childminding and there is a fully enclosed garden area for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom not more than two may be in the early years age group. She is currently minding seven children, of whom four are in the early years age group. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make rapid progress in their learning at this setting and their welfare is exceptionally well supported. The childminder has a secure understanding of her responsibilities under the Early Years Foundation Stage (EYFS) and provides children with a rich range of planned play experiences that actively fosters their development. Children as individuals are very well nurtured in reaching their full potential and the childminder's approach to inclusion is positive. The childminder demonstrates a strong commitment to working in partnership with parents and other services the children attend to ensure their care and learning are actively secured. A strong approach to evaluating her service by the childminder leads to real improvements to outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- carry out a risk assessment for each type of outing taken.

The effectiveness of leadership and management of the early years provision

Children's safety is a high priority and they are secure at this setting. Risk assessments are completed with regard to the indoor and outdoor environments to ensure potential hazards for children are actively minimised. A general risk assessment for outings is in place as well as ad hoc risk assessments, such as for the hazards the recent snowy weather produced. The premises are welcoming but security is robust and children are cared for in a safe, secure environment. The childminder and her husband, who is also a registered childminder, are vetted to ensure their suitability to care for children. The childminder has a clear strategy to actively involve and support children in developing their own awareness regarding

safety matters, to ensure they are well prepared for future independence. They know what to do in the event of a fire at the premises and they learn how to cross the road safely with the childminder when on outings. The childminder has a secure understanding about her safeguarding responsibilities towards young children. The childminder has booked onto a course to refresh her knowledge and understanding around safeguarding.

The enthusiasm of the childminder, alongside a strong commitment to effective evaluation, actively supports ongoing improvements at the setting that benefit the children's care and learning. The childminder has an inclusive and sensitive approach to partnerships with parents and others, which fully promotes the care and learning of the children. Parents' views about their children's needs are actively respected and all documentation is accurate and clear. This provides reassurance to parents about their children's welfare and demonstrates that the childminder has a robust understanding of her responsibilities under the EYFS for the safe management and well-being of the children. This alongside the childminder's systems for monitoring children's progress helps to ensure early support for those with identified special educational needs and/or disabilities, demonstrating active support for children's ongoing progress in learning. Particular groups of children are not disadvantaged because the childminder offers an inclusive service and her plans are based on individual children's needs. Activities are adapted so that children at different stages of development can join in and gain from the experience in different ways.

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

Children make rapid progress in their learning and development. This is because the childminder has a secure knowledge about the EYFS and uses this effectively to ensure children are offered an 'enabling' environment for active play and learning. The childminder assesses children to see what they can do through ongoing observations, which are logged in individual learning journals. She has recently introduced an information sheet which parents complete to indicate what they would like their child to achieve whilst in her care. This information helps to build clear profiles on each child that clearly show children's progress in all areas of learning and where opportunities need to be provided to support their next steps in learning. This system is particularly effective in ensuring children with different development needs are actively supported in making progress. Through this approach to assessment the childminder knows the children very well and plans an exciting range of activities, utilising children's interests, to offer a fun range of learning activities well matched to children's differing needs, ages and abilities.

Messy play activities are enthusiastically enjoyed by the children and provide opportunities for creativity and exploration. Children have access to a wide range of media, such as gloop, shaving foam and modelling materials. Natural resources are examined by younger children who experiment with water and paint. Children collect leaves on an autumn walk and use them to make pictures on their return, this also stimulates their senses and develops their knowledge about different materials. Children's exploration is well supported by the childminder who is caring

and responsive, sitting alongside children to support their play and asking open questions such as 'What colour is this one and how many do we have altogether?' This fosters children's critical thinking skills and helps to develop early calculation skills.

A very well-organised, stimulating learning environment, both indoors and outdoors, actively fosters children's independence as they choose their activities and undertake self-care routines. Children's basic skills for future learning are exceptionally well supported. They communicate extremely well with each other and the childminder, using language to negotiate, share and take turns very well. Literacy is actively fostered for all ages through books and other activities. For example, the childminder made characters from a story to help develop children's listening skills. Each time the character was mentioned in the story the child holding that character would have to hold it in the air. Children are encouraged to count through songs and everyday events and children respond to the challenge of solving problems, such as working out how to stop the small world farm animals escaping.

Children are considerate and developing an excellent understanding about others and the wider world. All children, regardless of age, gender or ability, are actively included in events and the setting ensures children are surrounded by positive imagery of wider society and difference. Children learn about keeping healthy as they eat nutritious meals and exercise daily outside, taking walks and using larger equipment to climb on and balance at the park, building their muscle strength and physical capabilities. Children are exceptionally well-behaved as the childminder is attentive, praises the children frequently and sets a clear boundary regarding acceptable behaviour. Children quickly learn right from wrong and even younger children are sociable and caring towards others.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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