

Inspection report for early years provision

Unique reference number	EY316072
Inspection date	29/06/2009
Inspector	Rachel Wyatt
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2005. She lives with her husband and two children aged 11 and eight in South Gloucestershire in a residential area north of Bristol, close to shops, parks, schools and public transport links. The whole of the childminder's house is used for childminding, and there is a fully enclosed garden for outside play. There are stairs to the first floor and some steps to the house and within the garden. The family has a cat and some tropical fish.

The childminder is registered on the Early Years Register. She 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 nine children in this age group who attend on a part-time basis. She also offers care to children aged over five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools and pre-schools to take and collect children. Children have opportunities to attend local toddler activities and to go on various outings. The childminder belongs to the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder's good relationships with children and their families ensure she knows each child well and successfully meets their individual welfare, learning and development needs. She creates a welcoming, reassuring atmosphere where children feel confident and included because their ideas, choices and interests are always encouraged and valued. The childminder effectively monitors and evaluates her provision to ensure children and families access good quality childminding, and so that any areas for improvement are promptly identified and addressed.

What steps need to be taken to improve provision further?

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

- improve medication procedures by consistently showing how parents are informed of medication dosages
- develop further the opportunities for partnership working where children receive care and education in more than one setting
- extend children's imagination by improving the presentation of toys and equipment for planned role play.

The leadership and management of the early years provision

The childminder effectively manages her childminding provision so that children are settled and contented, enjoying a wide range of worthwhile activities at her

home and at other venues. Children are well cared for as their individual needs are clearly understood and effectively met during smoothly run routines. Records and procedures are generally well organised so that the childminder has all required information about children and their families, and parents are reassured by her clear agreements relating to children's care and learning.

Children are fully safeguarded. The childminder is gaining in confidence regarding her knowledge of child protection procedures, which are clearly explained to parents in her safeguarding children policy. Her robust health and safety systems also effectively promote children's welfare. Their individual medical history, health, dietary and cultural needs are fully explained and reflected in the childminder's practice. Children eat healthily as snacks and meals are nourishing, and are safely stored and prepared. The risks of cross infection are minimised and children have prompt appropriate treatment in line with their parents' wishes if they become unwell, need medication or have an accident. Such incidents are backed by generally clear record keeping, although there are a few instances where it is not clear how parents are informed about the administration of medication to their child. Children's safety is supported because regular safety checks are carried out, and the childminder has up-to-date comprehensive risk assessments of the premises and outings. She ensures any hazards are promptly identified and addressed and that she is well prepared for managing any types of emergencies.

Partnerships with parents are valued and successful. They are well informed about how the childminder is registered and operates, including being given copies of her policies and procedures. Parents are encouraged to contribute to their child's care and learning by regularly exchanging information about their interests, skills and achievements and by expressing their views about the quality of her childminding. It is clear they very much appreciate the childminder's dedication and support for their children and themselves. The childminder also recognises the importance of working in partnership with other settings children attend, but her arrangements for liaising with other providers are not yet fully operational in order to ensure consistency in supporting those children's care and early education.

Children and their families benefit from the childminder's commitment to the ongoing development of her provision. Her effective systems for reviewing her practice, assessing children's progress and monitoring their health and safety, ensure she meets EYFS requirements and identifies areas for improvement. Children are safeguarded because she has addressed recommendations from the last inspection so that parents have an up-to-date complaints procedure to refer to, and clear agreements are in place between them and the childminder regarding their child.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals and in all aspects of their development. The childminder ensures they enjoy rewarding activities that reflect their individual interests and developmental needs. The childminder knows each child well because of her interactions with them and their parents, and because she has effective systems for observing, assessing and

reviewing each child's progress. Realistic learning priorities are identified for each child and form the basis of individual plans which the childminder successfully follows through in the activities and experiences she provides. Children are eager to take part in these, and often concentrate well, because the childminder makes learning fun, and consistently focuses on their preferences and choices. Their understanding is successfully fostered and extended because the childminder explains things well and asks meaningful questions, prompting children's reasoning and critical thinking. She confidently adapts her approaches and resources to cater for children's differing abilities and levels of understanding. In the main children use a wide range of stimulating resources. For example, the childminder confidently provides relevant items and visual prompts to support their spontaneous play such as finding real library cards when they decide to act out being librarians. Outings and visits to parks and toddler activities create opportunities for children to try different equipment and toys, for example, extending their creativity and physical skills. However, there are times when children's ideas and interest are not fully extended due to a lack of relevant toys or because resources are not invitingly displayed.

Children are active learners. They are interested in features of the natural world and enjoy exploring different materials such as sand, water and dough. Children are articulate, confident speakers. They join in discussions, describe events and readily express their ideas and imagination, for example, whilst dressing up or acting out roles. They are energetic, confidently using a range of physical apparatus and wheeled toys. Children get on well, develop friendships and join in because they are encouraged to share, take turns, be polite and kind. Through discussions and using books and toys depicting positive images of diversity, children develop positive attitudes towards each other and the wider community. Should children misbehave the childminder calmly explains the consequences of their words and actions. During activities, routines and discussions, children learn how to behave in ways that are safe for themselves and others. For example, on walks and outings they discuss road safety, and whilst being physically active the childminder promotes their spatial awareness and correct use of equipment. Children develop a sound understanding of the value of a healthy lifestyle, for instance making healthy choices about what to eat and drink, including helping with shopping for fruit. They become increasingly independent in seeing to their personal care and confidently talk about the importance of good hygiene and sun protection.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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