

Inspection report for early years provision

Unique reference number	EY345434
Inspection date	12/05/2010
Inspector	Carol Cox
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 was registered in 2006. She lives with her husband and three children aged one, seven and nine years, in Bishopsworth, Bristol. Most areas of the property are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children under eight at any one time and is currently minding three children in the early years age group who attend on a part-time basis. The childminder is also registered on the voluntary and compulsory parts of the Childcare Register. The childminder attends a local toddler group. The childminder is a member of the National Childminding Association. She holds a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets the care, learning and development needs of each child very well. Children make very good progress in relation to their starting points. The childminder builds significant relationships with parents and others to ensure high quality and consistent care meets the individual needs of children. The childminder has made an informal evaluation of her provision and demonstrates good capacity for continuing improvement through her thoughtful implementation of Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- develop the system to monitor and evaluate the quality of the provision and identify areas for future development
- ensure that existing injuries to children are recorded appropriately.

The effectiveness of leadership and management of the early years provision

Children are very effectively safeguarded because the childminder has a clear understanding of child protection issues and regularly attends safeguarding training. She has an effective written procedure in place to follow should she have concerns about a child. This procedure meets the guidance of the Local Safeguarding Children Board and is shared in writing with parents. However, she is not always sure when she should record minor existing injuries. She ensures her home is safe for children through conducting robust risk assessments and daily checks of all aspects of her practice. Children learn to keep themselves safe through daily activities, such as learning to cross the road on their way to the park. The childminder is committed to improving her practice through attending regular

training. She has made an informal evaluation of her provision and is able to clearly explain measures she has taken to address areas for development. For example, she has reviewed all her policies and procedures with due regard to the welfare requirements of the Early Years Foundation Stage. Consequently, outcomes for children are good.

Children learn to be independent learners through choosing toys and resources from the well equipped playroom. The childminder carefully considers how resources will support children's learning needs. Children learn about their own community and the wider world through regular outings to local amenities, such as the library and the local park. They consider others and begin to understand at an early age that differences are to be valued. They celebrate significant events in their own lives and those from other cultures. For example, children celebrate Chinese New Year. Children's individual needs are carefully identified through good partnerships with parents and the childminder has experience of working with other agencies to promote children's best care, learning and development. The childminder involves parents through sharing well documented information about children's progress. Parents are invited and encouraged to contribute their observations about children's progress.

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

Children make very good progress towards the early learning goals in most areas of learning. They enjoy learning through a well planned programme of activities which offer interesting challenges to develop skills which will help them in the future. The childminder has a very good understanding of how children learn and develop. She maintains detailed records of children's achievements and interests and uses these to help plan for their next steps in learning. Children show great levels of concentration, for example, three young children become deeply absorbed when making paper flowers. This activity was prompted by them sowing seeds at a toddler group. The childminder talks to them about how the seeds will need to be watered and looked after but the paper flowers do not need to be cared for and won't die. Through this simple and enjoyable activity children learn about how things grow, how to use a variety of materials and develop fine motor skills through the use of tools and equipment. The childminder supports this activity with discussion to help children develop their language skills and extend their vocabulary. Children's imagination and desire to explore is stimulated when playing in the garden. One child finds a pile of feathers which they all excitedly examine. They enjoy learning both in the well equipped playroom and outside in the garden where they progress in activities, such as painting, chalking, and balancing energetically on the trampoline.

Children enjoy a good range of healthy, nutritious food which meets their individual dietary needs agreed with their parents. The childminder encourages physical development through daily walks and large physical play at a toddler group and the local park. Children develop a good understanding of how to keep themselves healthy through daily routines, such as washing their hands appropriately and learning good independence skills. For example, they freely help

themselves to water when they are thirsty. The childminder encourages them to contribute positively to the well-being of the setting by taking part in everyday routines, such as setting the table at snack time. They learn to keep themselves safe on regular walks, for example, helping the childminder to determine when it is safe to cross the road. All children show a strong sense of belonging and are happy and settled. They interact well with each other and with the childminder and their behaviour is very good. Children play together and help each other, for example, taking turns to choose books for story time. Through her calm and gentle approach the childminder helps children learn how to behave positively and that their behaviour might affect others. Through their play and interactions with each other and the childminder children become independent, develop a good understanding of the wider world and learn skills which will support their learning in 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

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	1
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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