

Inspection report for early years provision

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Inspection date	01/11/2011
Inspector	Rachael Williams
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 2008. She lives with her partner and two children. They live in the Bournville area of Weston-super-Mare, North Somerset. The whole of the downstairs of the premises is used for childminding, with access to a bedroom for children to sleep upstairs. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children at any one time. She is currently minding four children in the early years age group. The childminder supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder considers the service she provides well and accurately identifies the strengths and weaknesses of the provision. She is committed to working in partnership with parents, health professionals and other agencies to secure continuity in children's care, learning and development. Children enjoy their time with the childminder and caring relationships have been established. They make good progress in their learning and development through positive interactions from the childminder who recognises each child has an individual. Generally, children's welfare is promoted well and safeguarding procedures are effective.

What steps need to be taken to improve provision further?

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

- include equipment and resources used on outings in risk assessments
- develop further resources to reflect diversity in our society; in particular, those to positively reflect disability.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment which is monitored well through the effective use of risk assessments and daily check lists which are regularly reviewed. In addition, risk assessments have been completed for all outings and good use is made of the local environment to enhance children's experiences. However, these risk assessments do not include the available equipment such as, car seats and buggies, which the childminder uses with the children. The childminder has accurate understanding of child protection

procedures to support children should an incident occur.

The childminder uses various methods to consider the service she provides. For example, she uses the local authority improvement plan to accurately identify the strengths and weaknesses of the provision. She uses questionnaires to gain the opinions of parents and carers and her observations of children to identify possible areas for improvement such as, developing her planning to incorporate the different ages and stages of development of the children who attend. The childminder has addressed most of the issues raised at the last inspection. For example, whilst waiting for a relevant behaviour management course the childminder has sought support and advice from other early years providers to enhance her understanding of different strategies that can be used with children who have limited communication skills. Consequently, the childminder has the capacity to maintain continuous improvement.

The childminder has established positive and caring relationships with the children and their families. She has good knowledge of the individual care that the children require. For example, she works closely with key agencies and health professionals to support children's social and communication skills. The childminder has been proactive in accessing information on sign language to support the children for instance, using picture cues and labelling resources with pictures as well as words to encourage their independence. Parents receive relevant information through a variety of ways such as, sharing well-written policies and procedures. All parents are informed of the progress their children are making and are given verbal feedback on the day's events. Parents comment favourably about the service that is provided. For instance, one parent comments on the 'exemplary and unquestionable service' provided by a 'professional, dedicated, trustworthy and friendly' childminder.

Children are cared for in a well-organised environment which meets their individual needs as the childminder has good knowledge of their interests and motivations. On the whole, there is a good range of safe and hygienic toys and resources which are easily accessible to the children in low level units. However, there are limited resources to reflect the diversity in our society; in particular, positive images to represent disability.

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

Children's communication skills are developing appropriately under the watchful eye of the childminder. The childminder responds well to children's non-verbal communication and reinforces their understanding through repeating phrases and vocabulary to encourage speech. Children make marks with the paint well, and explore colour and texture using paintbrushes and their hands.

Children show good coordination as they manoeuvre pushchairs creating pathways around the available space. They show good understanding of how to care for the 'babies' for instance, as they rock them to sleep. Children show excellent spatial

awareness and fine motor skills as they use tools purposefully to divide the toy pizza. Children confidently select resources of interest and are involved in their learning. A child selects a train track and carefully joins pieces together to create a circuit. He assesses size well and finds trains that will fit under the arches of the bridge.

The childminder has good knowledge of the children in her care and makes some relevant observations of children's engagement in a broad and balanced range of experiences. Children's learning priorities are clearly identified and used to influence future planning.

The childminder maintains good hygiene within the family home. Children are aware of the need to wash their hands before eating their snack. They are aware that they have separate towels to prevent the spread of germs. Children keenly use knives safely to prepare their fruit. The childminder prepares nutritious meals for the children which meet their special dietary requirements. She works closely with parents to support children's development for instance, transferring from a bottle to a soft-topped beaker. Children are aware of how to keep themselves safe. For example, when running in the lounge a young child adjusts her speed as she moves from the carpeted floor to a wooden floor so that she does not slip.

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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