

Inspection report for early years provision

Unique reference number	EY377770
Inspection date	29/01/2009
Inspector	Nigel Lindsay Smith
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2008. She lives with her husband and two children aged eight and 11 in Westbury-on-Trym, Bristol. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The house is accessed by the ground floor. The childminder is registered to care for six children at any one time. There are currently two children attending who are within the Early Years age range. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder takes children to the local library, local parks and the zoo. The family has no pets.

The setting operates in line with the Montessori educational philosophy.

Overall effectiveness of the early years provision

The early years provision is good overall. Children's health and welfare are promoted well. The childminder is committed to engaging and supporting the children, resulting in them being happy and enjoying the provision. She assesses her practice in order to ensure good outcomes for children. All children are respected as individuals and make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- analyse the observations of children to help in planning 'what next' for individuals and groups of children

The leadership and management of the early years provision

Children are welcomed into an organised setting where they are included well, for example, each child's favourite toy is always displayed to help them feel comfortable. They access a good range of stimulating equipment, which supports their development well. They learn to go to the shelves and select from the Montessori and other equipment, which is placed at an appropriate height for their ages. Effective planning includes adult-led activities and free choices within a daily routine that includes snacks, meals and rest. The childminder's thorough policies and documentation underpin her good practice and reflect the welfare requirements.

The childminder has begun to use written self-evaluation to reflect on her practice and to identify areas for development. She is committed to ongoing training to complement her Montessori Diploma and Early Years Foundation Stage (EYFS) training already completed.

The childminder establishes good links with parents so that they are provided with all relevant information about the setting, including policies, and are involved in a partnership with her to promote their children's development. This ensures that each child's individual needs are met. A daily diary and photographs of their activities inform parents about their welfare, learning and development.

Children are effectively safeguarded as the childminder has a good understanding of her child protection responsibilities. They learn about safety, for example, by regularly practising the fire evacuation drill, for which the childminder keeps a written record.

The quality and standards of the early years provision

Children make good progress in their learning and development, supported by the childminder's clear knowledge of the EYFS. Children are helped to learn during their play. For example, when a child chooses to play with a car the childminder teaches them that a number on the car is the same as her house number. Written observations demonstrate that the childminder has a clear understanding of how activities link to the different areas of learning. The written plans are used flexibly to allow the childminder to follow up areas of interest shown by the children or reported to her by their parents. For example, as a young child enjoys exploring the contents of cardboard boxes, the childminder places a number of them around the floor with items inside so that the child both develops their mobility and enjoys investigating the variety of items that they find. The childminder uses her observations in her planning for the next steps in promoting individual children's learning, although these are not used to their full potential.

Children of different ages are included well as they take part in activities appropriate to their ages alongside each other. They thoroughly enjoy sitting snugly together with the childminder while they look at a book about the Chinese New Year. They develop problem solving skills as an older child fits together a Montessori sound box and a younger child explores tins and boxes and learns to put the lids back on. They learn about their environment and the wider world by planting seeds, and by stapling and painting a Chinese purse, afterwards handling a genuine Chinese purse and coins. At the same time they are developing their small motor skills. They choose from a selection of musical instruments and enthusiastically accompany their singing. Children's physical skills are developed by regular use of the garden and visits to the local park.

Children display good behaviour as they are well occupied and supported by the childminder and are given clear examples of good social behaviour, for example, saying 'please' and 'thank you'. Good systems are in place to minimise the risk of cross-infection, such as a chart to ensure that equipment is regularly cleaned. Children enjoy healthy meals and snacks and are encouraged to try different foods. Their safety is promoted through the childminder's thorough written risk assessments, which are reviewed to ensure that they remain effective.

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?	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.