

Inspection report for early years provision

Unique reference number	EY390995
Inspection date	16/09/2009
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.

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Description of the childminding

The childminder was registered in 2009. She lives in Filton, South Gloucestershire with her husband and three children. The family care for a pet cat. All areas of the family home are registered however, minding mainly takes place on the ground floor. The rear garden is not currently registered for use. The childminder takes children to local parks for outdoor play. Children are also escorted to local toddler groups.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for a maximum of four children under eight years of age; of which two may be in the early years age range. At present, she has three children in the early years age range on roll who attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a well-organised service which ensures children are valued and respected as individuals. This is supported by the good relationships established with parents to ensure continuity in children's care, learning and development. The childminder is responsive to children's individual needs, planning a broad range of experiences within the home and local environment, consequently children make good progress in relation to their starting points. The childminder has an adequate sense of direction; focus is mainly on creating an exciting outdoor environment for the children to improve their outcomes.

What steps need to be taken to improve provision further?

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

- develop assessment arrangements, which also includes contributions from parents, to consistently monitor children's progression to identify learning priorities
- ensure risk assessments are carried out for each type of outing

The effectiveness of leadership and management of the early years provision

The childminder is focused on helping all children make good progress in their learning and development and promotes their welfare well. Children are cared for in a safe and secure environment where adults living at the premises have been suitably vetted. The childminder has a sound knowledge of child protection issues as she is aware of the possible signs of abuse and appropriate procedures to follow should an incident occur. Children are closely supervised and their attendance is monitored on a daily basis to ensure ratios are maintained.

Children are cared for by a suitably qualified childminder who has completed relevant training to support individuals with special needs such as, manual handling and autism/Asperger's syndrome. Children's communication skills are supported as the childminder has received relevant training in the use of Makaton, a recognized sign language. The childminder is well organised and has maintained all regulatory documentation which is stored confidentially and securely. Relevant policies and procedures underpin the good childminding practice and ensure the safeguarding and welfare of the children in her care. Comprehensive risk assessments have been carried out which include all areas of the family home used by children and most outings; this ensures that appropriate actions are taken to manage or eliminate potential risks. For example, appropriate safety measures have been established to ensure that children feel safe, such as stair gates to prevent access to the kitchen whilst cooking and to the first floor. Robust systems are in place to ensure that children are collected by suitable adults.

The childminder has developed good relationships with the parents and children to ensure that the children are confident and settled within the homely environment. Flexible settling in and excellent communication with parents ensure continuity in children's care and that their individual needs are met. Parents are well informed about their child's day through a daily diary which includes care arrangements and the activities that children have engaged in. The childminder ensures that there are regular review meetings to discuss changes in care or any concerns. Parents complete questionnaires to support the childminder's evaluation process. They offer positive testimonials and judge the provision as outstanding. For example, one parent comments on how her child feels comfortable in the surroundings through the flexible settling in process and another comments on how her child's speech has 'come on brilliantly'. The self-evaluation process is in its infancy and, at present, the childminder is focusing on creating a stimulating outdoor environment for the children as she develops the garden in order that it can be registered. The childminder anticipates this will have a positive effect on the outcomes of the children.

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

The childminder has established an enabling environment for children where they are able to explore freely and confidently. Children are able to select toys and resources independently from a vast range of safe, hygienic and suitable toys which are stored in low level units and baskets. For example, a young child selects a keyboard and enjoys listening to the various tunes and is supported well to copy the childminder as she presses the keys. The child goes on to select a jigsaw and shows an excellent pincer grip selecting each piece and placing it carefully in the given shape. Although the childminder has not recorded this achievement she is aware of providing new challenges for the child to promote this skill such as, threading games, to further promote problem-solving skills and the use of fine motor skills. The childminder interacts exceptionally well with the children and shows good understanding of how each child learns and develops for example, she acknowledges that a young child needs time to explore the environment independently before she challenges their learning. For example, she observes one

child turning the stool over and sitting in it showing very good spatial awareness. As the child develops this activity and removes all the puzzles from a basket to sit in it the childminder engages the child to promote developing communication and role-play skills. She pushes the child backwards and forwards encouraging the child to steer the vehicle and make the appropriate sounds as it moves; the child shows appreciation through consistent giggling.

The childminder is developing her understanding of how to assess children's progress. She has begun to make relevant observations and is currently linking them to the learning and development requirements in the Early Years Foundation Stage in order to address learning priorities. As yet, summative assessments have not been established to influence future planning. Procedures to involve parents in children's learning are not fully established hence, their contributions are not included in the assessment process.

Children are secure and develop a good sense of belonging within the homely environment due to excellent relationships being established with them so that they are valued as individuals. Children are regularly praised for their achievements and exemplary behaviour. Each child is given individual attention. Children are very clear on expectations and boundaries through the establishment of house rules, which are gently reinforced, and through the childminder offering clear explanations. The children are encouraged to show respect to each other and for the childminder's cat. Good systems are in place to ensure that children are provided with a hygienic environment for example, through the cat receiving regular flea and worm treatments. Children become aware of their own safety through the childminder's discussions about road safety when on outings and through involvement in a regular fire evacuation procedure. The childminder monitors recorded accidents very well for instance, after a minor accident where a child bumped their head on the lounge door procedures for entering the room have been adapted so that the incident will not reoccur. On the whole, good systems are in place to encourage children to adopt healthy lifestyles. For example, children are offered healthy and nutritious snacks and meals which meet their special dietary requirements and are encouraged to make choices for instance, choosing from a banana, raisins or raw vegetables at snack time. Arrangements for nappy changing and sleeping need further consideration to ensure hygiene is maintained.

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	3

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	3
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	3
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