

Inspection report for early years provision

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Inspection date	07/04/2010
Inspector	Linda Janet Witts
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 registered in 2009 and is also a registered home carer, working occasionally as a nanny. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for up to six children aged under eight years when working alone, of whom three may be in the early years age group and one of these may be aged under one year, at any one time. The childminder regularly works with another childminder at the setting and together they may care for up to eight children aged under eight years, six of whom may be in the early years age group, and two of these may be aged under one year, at any one time. The childminding provision is known as Playful Penguins and there are currently nine children on roll, all of whom are in the early years age group.

The childminder lives with her partner in the Westbury on Trym area of Bristol. Most childminding generally takes place within the ground floor playroom. There are kitchen and toilet facilities on the ground floor level and a designated sleep room is available upstairs. There is also an enclosed rear garden available for outdoor play. Local facilities include toddler groups and preschool groups, schools, play parks, zoo and shops.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has made a very good start to childminding and works well with her co-childminder to ensure that children receive good quality care and that all requirements within the Early Years Foundation Stage are met. All children are fully included and valued as individuals and are progressing well in their learning and development. Strong partnerships with parents and other professionals involved in children's care enhance the provision and ensure that children's changing individual needs are met. The childminder recognises the importance of self evaluation and together with her co-childminder takes effective action for improvement.

What steps need to be taken to improve provision further?

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

- extend the written complaints procedure to include timescales and the address of the regulator
- develop the use of the garden so as to maximise the learning potential it offers

The effectiveness of leadership and management of the early years provision

The childminder understands the importance of her role in safeguarding the welfare of the children in her care. She has developed records, policies and procedures for safe and efficient management of the provision and ensures that her co-worker is able to implement these effectively. These reflect practice and are routinely shared with parents. The written complaints procedure lacks some detail. The identity of visitors is checked and they are asked to sign the visitors' record. The childminder routinely checks the safety of her home, identifies and minimises risks and helps children to learn to keep themselves safe. Good hygiene practice is followed and healthy eating is promoted. Home cooked meals are provided, together with healthy snacks, that include plenty of fresh fruit and vegetables.

A welcoming environment is provided to children and their parents. The playroom is bright and well stocked with accessible toys and resources. The garden is accessed from the playroom and is an area identified for development. Children are regularly taken into the garden for fresh air and exercise but only a small range of outdoor resources are available here and potential to include the outdoor garden environment as an integral part of the planned learning environment has not yet been fully embraced. Excursions to local play parks provide opportunities for children to use a varied range of challenging physical play equipment. Visits to local shops, zoo and attractions also enhance children's play and learning experiences. A broad range of enjoyable activities and experiences are offered to children and the childminder supports each child knowing instinctively when to play an active role in their care and when to let them play freely. Through her planning and support she helps children to acquire skills for the future.

The childminder is proactive in working in partnership with parents and others involved in the children's care. Good two-way information sharing takes place and this ensures consistency of care. Parents provided feedback as part of this inspection and praise the childminder highly for the care their children receive. Feedback describes provision of 'stimulating activities' and how parents 'feel well informed' and are 'delighted with the care and time taken to communicate positive and development elements' of children's achievements. The childminder has developed an informative website for parents and also written information about the provision. Questionnaires have been developed for future use as part of the childminder's evaluation of her practice. The childminder works with parents to find out about their children's interests and uses this information along with information gathered through observations of the children at play to inform future planning. Written records of observations together with photographs are made and shared with parents. These identify next steps to aid children's progress and a progress summary has been provided to parents whose children have attended for some time. This gives an overview of their children's all-round development and they are invited to add their comments.

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

The children, many of whom are aged under three years, relate well to the childminder and her co-childminder. They are settled and very happy. Children are able to make decisions in their play and can select resources for themselves. They also join in with planned group activities with enthusiasm. They get on well with the other children in the setting and show care and concern for the young babies. The children learn to share and take turns and have good opportunities to socialise within the setting, at toddler groups and during visits to places of interest. They are regularly taken into the local community and see positive images of culture, ethnicity and disability. Activities to celebrate cultural festivals are also enjoyed. Children with learning difficulties and disabilities receive very good support that helps children to meet their full potential. The adults and children use British Sign Language successfully as a means of communication and to ensure that all children are fully included. Children's communication, language and literacy is promoted well. The adults show a genuine interest in what children have to say and introduce new vocabulary. Books are readily available and the children like to look at books together with the childminder. They take turns to lift the flaps to reveal hidden elements of the story and show interest in the illustrations. Mark-making implements are stored in accessible pots and the children like to paint. They do topic related crafts, such as, decorating animal masks and Easter eggs and also like to explore the use of paint for themselves. For example, painting their hands and making print patterns. Singing activities and role-play are also popular with the children.

The young children are able to use the childminder's laptop; they learn to operate the cursor and show interest in the simple computer programmes. They are introduced to counting during the course of their play and do jigsaws selecting pieces to fit. The children are inquisitive and are keen to explore and investigate indoors and out in the garden. Outdoors they like to splash in puddles, take turns to use the sit-in car and observe the natural surroundings showing interest in the spring flowers growing here. They are regularly taken to Bristol Zoo and to farm parks where they can get up close to the animals. Such trips and trips to the local greengrocers and farm shop help children to learn about where food comes from and about healthy eating. Children move freely outdoors and within the home and outings to play parks enable them to further develop their physical skills. They also learn to keep themselves safe because the adults talk about risks with them and carry out fire drills to familiarise them with emergency evacuation procedures.

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	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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