

Inspection report for early years provision

Unique reference number	EY402386
Inspection date	21/05/2010
Inspector	Nigel Lindsay Smith
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2009. She lives with her husband and two children aged 14 and 11 years in Henbury, Bristol, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of one of the bedrooms, and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from a local school and takes children to parks, soft play provision and the library.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are looked after in a friendly, supportive environment where their safety and well-being are promoted. The childminder develops effective relationships with schools and ensures that she supports children's learning in her setting. She develops good partnerships with parents in order to meet children's individual needs. She is committed to improving her knowledge and skills through taking part in training.

What steps need to be taken to improve provision further?

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

- develop further the systems to assess children's progress against the early learning goals
- extend the provision of resources to increase children's understanding of disability.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder has a good knowledge and understanding of the appropriate action to be taken in the event of any child protection concerns. She has undertaken additional relevant training. The childminder undertakes risk assessments which ensure that children are safe in her care. Appropriate safety measures ensure that the premises are safe for children's play. For example, all bedroom windows can be locked and the childminder keeps

the keys accessible in the event of having to evacuate the premises. The play activities are adapted to suit the unique needs of the children and provide an inclusive setting. The childminder is committed to promoting equality, although there is limited provision for children to learn about disabilities. The childminder develops strong relationships with parents to ensure that she cares for their child in accordance with their wishes. Parents are complimentary about the childminder and the care provided. They comment that their children are happy, and that they appreciate the help given with reading and writing. They feel that their children's confidence is improved. The childminder builds close links with the school attended by the children. They share information about what the child has been learning in the Early Years Foundation Stage. The childminder uses her knowledge of the children's interests from their day at school to give them effective support in her setting. Children make sound progress towards the early learning goals.

The childminder evaluates her setting using the Ofsted self-evaluation form online. Children benefit from her increased knowledge and skills as she attends additional training, such as in inclusive play and observation. She is undertaking a professional qualification in home-based childcare. The childminder develops her resources to support individual children's needs and these are readily accessible to the children.

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

Children enjoy their time in the setting and benefit from a good balance of planned activities and the opportunity to make their own choices. They have access to a wide variety of equipment. Children concentrate on spelling games on the computer and are helped to identify the letters by the childminder. They develop their language and literacy skills through spontaneously using magnetic letters, and the childminder helps them with words they are currently learning in school. They enjoy drawing, choosing their favourite toy cars and their family as subjects.

Resources such as matching and number sequencing games help children with their problem solving and numeracy. Discussions include children extending their knowledge of the world as they talk about different cultures and traditions using the multicultural dolls and games. The childminder develops their interest in current issues, for example, when they ask about the volcanic ash cloud, she suggests that they watch the television news together and she explains it to them. Children have regular opportunities to use their creative skills, using a construction set to make houses and a helicopter. They create music with an electronic keyboard. They take part in physical activity by playing football and rounders in the garden. The childminder makes observations of the children's play and uses them to identify the next steps in their learning. She ensures that she follows up by incorporating them in future activities. She establishes a starting point for them by completing an initial assessment. However, she does not assess her observations against all the areas of learning to ensure that they are all being met.

Children learn about keeping healthy as they enjoy snacks which include fruit, yogurt and crackers with ham and cheese. Their hygiene is promoted through

washing their hands before eating, using separate towels to avoid cross-infection. They learn to stay safe when walking with the childminder from school. There are appropriate arrangements to deal with any accidents occurring during childminding and to inform the parents. The childminder understands the procedures to administer medication. The childminder promotes children's behaviour well, supporting and encouraging them in their activities, and giving them space for reflection when appropriate. Children develop skills for the future as they have regular opportunities to use the computer and develop current areas of their learning at school.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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