

Inspection report for early years provision

Unique reference number	EY409994
Inspection date	21/10/2010
Inspector	Carol Cox
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 2010. She lives in the Knowle area of Bristol with her husband and two children aged one and eight years. The whole of the childminder's house and the rear garden are registered for childminding. The childminder is registered to care for a maximum of three children aged under eight years at any one time, no more than two of whom may be in the early years age group. She is currently minding four children in the early years age group at different times during the week. The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The childminder collects children from the local nursery and attends toddler groups regularly. The childminder holds a relevant early years qualification and a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets the needs of children effectively overall in her warm and knowledgeable care. Children make good progress in relation to their starting points and are carefully safeguarded. The childminder works closely with parents and other settings to ensure that the individual needs of each child are clearly identified and addressed. She carefully considers her practice and has begun to make a formal self-evaluation, she demonstrates clear capacity for maintaining continuous improvement. Through regular training and drawing on past experience as a nursery nurse the childminder ensures that she has a current knowledge of how to provide high quality care for children and help them make best possible progress.

What steps need to be taken to improve provision further?

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

- develop further the system to monitor planning for each child's individual learning and development needs.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded and protected from harm because the childminder has a clear knowledge and understanding of the signs and symptoms of different forms of abuse. She has attended recent training to ensure that her knowledge of the Local Safeguarding Children Board procedures is current. Children enjoy a safe environment inside her home and are kept safe when out on

regular trips in the community. She makes careful risk assessments of all aspects of her provision and takes appropriate precautionary action. For example, when on their daily trips out and about, the childminder uses buggies and reins appropriately. She also encourages children to learn about road safety well. The childminder evaluates her practice accurately overall, and since registration has set priorities for future development. She gathers feedback from parents and children about the quality of her provision which she uses this to further develop her practice. For example, she has recently joined a local toy library to extend her range of toys and resources to portray positive images of different people and their lives. There is a wide range of resources made freely available to children that support their play well and stimulate their imaginations. For example, a young child uses a handbag and sun glasses when taking her doll for a walk in the buggy because 'It's a sunny day'. Children's needs are carefully considered overall in partnership with parents and others. Thus, all children are valued as individuals and their progress planned for carefully; however, whilst the childminder has good monitoring systems overall, she has rightly identified this as an area requiring further improvement. The childminder is developing useful partnerships with other settings. She supports children settling into nursery by meeting key persons and shares settling-in sessions with parents, at their request. Parents are highly involved in planning their children's care and enjoy regular feedback in the form of text messages, written notes and discussions. The childminder uses her extensive experience as a qualified nursery nurse to offer children a choice of interesting and stimulating activities to promote good learning and development in all areas.

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

Children are happy and settled in the childminder's care. The childminder has a deep understanding and knowledge of how children learn and is developing a system to record observations of each child's achievements. She observes and assesses children's achievements well, using this knowledge to identify next steps in learning for each child and plans activities accordingly. The childminder is skilled at promoting children's development through their individual interests and spontaneous play. For example, when toddlers start to play with stacking toys, the childminder helps her count. Children learn to operate simple technology in their role-play. For example, by confidently switching on a toy hairdryer and pretending to dry hair. Children show a great love of books and happily choose stories and talk about characters with the childminder. They sing along to favourite songs and show good speech and language development, so gaining useful skills for their future lives. Children learn about their local community through regular walks, trips to parks, attendance at toddler groups and going to singing groups at the local library. The childminder also enjoys taking children further afield. For example, they visit the Bristol Museum and enjoy travelling on public transport. There is clear evidence to demonstrate children's good progress in all areas of learning. They learn to share and cooperate with each other through the gentle guidance of the childminder.

Children demonstrate a strong sense of belonging through their understanding of

everyday routines. For example, they help clear away toys and games before moving on to new activities. The childminder offers comfort to children when they hurt themselves and they quickly recover their confidence to carry on playing. They learn about keeping themselves safe, for example when descending the stairs with careful instruction from the childminder. Children learn about healthy lifestyles through sensible daily routines. They learn to wash their hands appropriately, without prompting and enjoy a healthy diet. They happily choose their favourite fruit at snack time. The childminder protects children from the possible spread of infection through using good practices such as storing cups out of babies' reach so that older children can be sure they are not sharing cups. They all enjoy fresh air and exercise when playing in the garden or further afield. Even very young children appear happy and settled in the childminder's kind and attentive care. The childminder involves children in choosing activities and invites them to contribute by expressing their opinions of her practice. They learn to value each other through sharing toys and games and even at a young age they begin to develop good relationships. The childminder helps promote good behaviour through firm boundaries and gentle explanation of how behaviour may affect others; children behave very well. Through the well-balanced range of activities and the childminder's clear guidance children begin to develop skills for the future and value the diversity of life.

,

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
--	---

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

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