

Inspection report for early years provision

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Inspection date	27/01/2011
Inspector	Beverley Blackburn
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 2010. She lives with her husband and two children in Oldland Common, South Gloucestershire. Children have access to all areas of the home. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children at any one time. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She currently minds three children in the early years age group on a part-time basis. The childminder takes children to local places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are developing well in a welcoming and caring environment where their individual needs are met well. The home is well organised to enable children to choose from a range of attractive resources enabling them to be actively engaged in interesting play activities. The childminder has started to observe and assess children progress; she is aware that she need to develop her knowledge and understanding of areas of learning and early learning goals. The childminder has effective partnerships with parents, so that children's learning and welfare needs are effectively met. Required documents are maintained and careful reflection ensures ongoing improvements are made to benefit children.

What steps need to be taken to improve provision further?

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

- develop observation and assessment skill, to identify gaps in children's learning in order to move them on to the next steps in their learning and development

The effectiveness of leadership and management of the early years provision

Children's health and safety is enhanced by the childminder's efficient organisation and her positive approach to promoting their welfare. Children play in a welcoming and well-organised environment enabling them to become competent, creative learners. They benefit from the well planned space to play and learn and have easy access to a wide range of resources. The childminder understands fully her responsibilities to protect children. All adults who live in her household are cleared as being suitable to be with children. She is aware of the child protection procedure and who to consult in the event of any cause for concern. The childminder identifies potential hazards to children's safety well, whether on her

premises or out in the locality. She adjusts her practice to keep children safe, and keeps record of risk assessments which are appropriately recorded and dated. The childminder has a good knowledge of each child's background and ensures all children are included. The childminder has a good understanding of equal opportunities and how to meet the individual needs of all the children. There are sufficient resources to promote diversity.

The childminder has a developing awareness of the Early Years Foundation Stage and offers activities in each of the six areas of learning and have started to use learning journeys to record observations on the children and information gain to plan activities for the children according to their interest and ability. She has started to review the assessment system to gain understanding about next steps for each child across all areas of learning to ensure a balanced curriculum. However, she has identified that she needs to develop a more in depth understanding of the Early Year Foundation stage. She has started to develop effective links with the local pre-school that children attend; general information concerning children's welfare is shared to ensure continuity in their care.

There has not yet been a sharing of children's achievements in learning, but the childminder has made positive steps towards encouraging a good link. Positive relationships with parents ensure each child's needs are well met. Parents are made to feel welcome and are well informed about the setting and many aspects of their children's learning and well-being. Children benefit from the effective partnership between the parents and the childminder. Records and documentation to support children's care are maintained and shared with parents. Resources are easily accessible to children and frequently rotated to maintain their interest.

The childminder has started to evaluate the strengths and areas for improvement in the services that she offers. However, she has not completed a self-evaluation but has booked herself on a course to help her to be effective in the evaluation of her provision. She has identified some areas for development, such as developing her planning more effectively and further develops her understanding of Early Years Foundation Stage and to be able to meaningfully link the areas of learning to activities and plan the next step in all the children's learning and development. She also plans to strengthen links with other community groups offering the Early Years Foundation Stage.

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

Children settle well with the childminder and have confidence to join in conversation and play with others or on their own. The childminder makes herself available to support and encourage the children in their play, for example, when playing with play dough, Lego, music and movement, imaginative, dressing up or playing with the pretend foods. Children are active, inquisitive and independent learners and make decisions in their play. The childminder uses her growing knowledge of the Early Years Foundation Stage to start observations on the children in her care; developing systems are in place to identify their next steps towards each early learning goal. She plans regular visits to the toddler's groups

where they socialise with other children of their age. The childminder's home is organised to give children suitable freedom to choose and develop different activities. For example, use the dough to make animals, shapes, pretend cake or dance to music. The children benefit from the childminder's positive approach and her interaction and involvement in their play. She encourages children's language as they talk together throughout the day, about what they are doing. She helps the younger children to learn new words and build their vocabulary by listening to stories and singing songs.

Children learn the importance of a healthy lifestyle. They enjoy daily opportunities for fresh air and exercise. Children enjoy the regular walks, visiting the park or toddler's group, and playing in the garden, especially when the weather is good. Children enjoy healthy and nutritious snacks and lunches and have regular access to drinks and fresh drinking water. Well-established routines for hand cleaning ensure that children adopt good personal hygiene. They know that they must wash their hands after using the toilet or before eating and that the soap is needed to ensure they get clean. Children are encouraged to learn about a healthy lifestyle. Children are praised and encouraged and are learning to take turns and share. The childminder has a calm, friendly manner and is a positive role model. Children respond well to her expectations to keep themselves safe on outings, for example, by listening and looking when they are crossing the road; practicing evacuating safely from the house in the event of a fire. The childminder has good strategies in place to manage children's behaviour, such as distraction or removing from the situation. Through the childminder's constructive support children are developing a very positive self-image. The childminder supports children to learn and develop in a safe environment.

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
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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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