

Inspection report for early years provision

Unique reference number	EY416935
Inspection date	09/03/2011
Inspector	Ruth Tharme
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 2011

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 with her husband and two children aged two and four years. They live in a house in Keynsham, close to shops, parks, schools and public transport links. All areas of the property are used for childminding, including a dedicated playroom. There is a fully enclosed garden for outside play. The family has a dog.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one child may be in the early years age range. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Care is provided during school terms only. There is currently one children attending, who is in the early years age group. The childminder holds a teaching qualification and is a member of the National Childminding Association. The childminder is a member of the Keynsham childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and are happy and confident in the childminder's care. Their security and well-being is positively promoted because the provision is generally well organised and equipped to meet children's needs. Strong partnerships with parents and arrangements for working with other professionals involved in children's care mean that they are effectively supported. The childminder has a clear understanding of the strengths and weakness of the provision and takes appropriate action to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- provide pictures, posters and other resources that reflect a positive attitude to disability, ethnic cultural and social diversity to help children recognise that these are valued.

The effectiveness of leadership and management of the early years provision

Positive action is taken to keep children safe. The childminder has a clear understanding of safeguarding issues. For example, she is aware of possible indicators of abuse and has effective procedures in place to address any concerns and to make sure that children are protected. Her home is safe and secure because an effective risk assessment programme is in place to identify and address

potential hazards.

The childminder's home is carefully arranged so children have room to play and can easily access the outdoor area. Equipment and toys are readily available where children can access them for themselves. But, resources do not currently fully reflect the provider's positive attitudes to disability, cultural and social diversity. Policies and procedures are well organised and constitute a clear operational plan. They actively promote the smooth running of the provision on a daily basis. The childminder is well qualified for her role. All mandatory training has been completed and she holds a teaching qualification.

A high priority is given to meeting children's individual needs. The childminder knows the children well because she takes time to gather relevant information and plans carefully to ensure that an inclusive environment is provided.

Partnerships with parents are strong. They are fully involved in assessment processes and share information about children's achievements and progress on a daily basis. There are effective arrangements in place to develop links with other professionals involved in children's care so children are well supported.

The childminder has high aspirations for her provision. She reflects on her practice and has effective strategies in place to identify the strengths and weaknesses in the provision. Positive action is taken to promote ongoing improvement. For example, work is underway to improve the outdoor environment so children have greater use of it.

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

Careful and well considered planning and assessment arrangements mean that children gain the skills they need for the future and make good progress in all aspects of their learning and development. They develop warm relationships with peers and actively enjoy books and stories. They explore and investigate as they play with gloop and learn about the natural world as they nurture the plants in the garden. They gain confidence with everyday technology, using telephones and cameras as they play. They count the stairs as they descend and enjoy making puzzles which develop problem solving and numeracy skills. Children express their creativity as they engage in imaginary play, pretending to be doctors and making the childminder better. Good use of outdoor space means that children develop their physical skills, playing on ride-on toys, running and carefully climbing steps.

Children share a warm and affectionate relationship with the childminder which means they feel happy and secure in her care. They learn to keep themselves safe through daily routines. For example, young children routinely wear their safety harness when sitting in the high chair and they learn what to do in an emergency situation as they regularly practise evacuation drills.

Healthy lifestyles are readily adopted as children enjoy spending time outdoors

each day. The childminder works in partnership with parents to ensure that children benefit from a healthy and a well-balanced diet. The risk of infection is well managed as the childminder implements an exclusion policy when children are ill and provides individual towels to reduce the risk of cross infection.

Children's behaviour is good. This is because they are positively engaged in activities and experiences that interest and stimulate them. They play cooperatively alongside each other and willingly follow established routines, such as sitting at the table for meals. They learn about the wider world as they enjoy a variety of activities such as sampling food from other countries and enjoying stories from around the world.

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----