

Inspection report for early years provision

Unique reference number	EY419998
Inspection date	27/05/2011
Inspector	Rachael Williams
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 partner in Portishead, North Somerset. The family cares for a pet dog. Minded children have access to all areas of the home with the first floor being used predominantly to accommodate children's sleep and overnight care. There is a garden to the front and side of the property with a shared driveway.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register for a maximum of six children under eight years old; of whom, three may be in the early years age group. At present, the childminder has five early years children on roll. The childminder cares for children for whom English is an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Caring relationships are established with the children and the childminder has good knowledge of their individual needs to support their development. Children make sound progress in their learning. On the whole, children's welfare and safeguarding procedures are promoted satisfactorily. Positive relationships are established with parents and there is a regular exchange of information. Systems to engage in effective partnership working with other early year's settings have yet to be established. The childminder identifies some of the strengths and weaknesses of the provision and has made appropriate improvements to meet the needs of the children.

What steps need to be taken to improve provision further?

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

- develop further hygiene arrangements to promote good understanding of the importance of hand washing
- engage with other early years settings to ensure information is shared to further promote learning and well-being for each child when required
- extend systems to include all outings in written risk assessments
- develop further systems to assess children's progress to include what the childminder has identified as children's learning priorities
- develop systems to record information about vehicles used to transport children, including insurance details and a list of named driver.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment as comprehensive risk assessments have been completed of all areas used by the children and are regularly reviewed. The childminder has sound understanding of how to maintain safety when on outings however, has not completed written risk assessments for all visits. The childminder arranges transport with a fellow childminder. She does not keep records about the vehicle or the insurance details for the named driver. Children's welfare is promoted satisfactorily as the childminder has good knowledge of child protection issues and is aware of appropriate procedures to follow in order to protect children should an incident occur.

The childminder has identified some strengths and weaknesses of the provision and demonstrates, through her target setting, how she can improve outcomes for children and embed priorities into her practice. She accurately identifies the strengths of the provision as her interaction with the children, her good use of the local environment to explore interests and developing children's sense of belonging. The childminder adapts her provision as new children start and existing children learn new skills. For instance, she has invested in a small table with chairs to encourage sociable group times. Through her sensitive observations of the children the childminder increases the resources available to the children so that they meet their interests. For instance, acknowledging children's interest in vehicles the childminder provides them with keys to further investigate and includes the naming of makes of cars in their walks.

Positive relationships have been established with the parents. Parents comment on how friendly and professional the childminder is. They feel supported through the transition period before children attend and regular communication enables the childminder to have good knowledge of children's individual needs. Parents comment on the positive sense of belonging that children have through memories being recorded in an individual scrapbook. Parents receive good information about the service provided through the well-written policies and procedures. At present, there are limited arrangements to include parents in the self-evaluation process and to consistently provide contributions to children's learning and development. Arrangements to share information with other early years providers have not been developed.

Children are settled and happy in the care of the childminder. They move confidently and freely between the rooms accessing toys which interest them from a good range supplied by the childminder to meet their individual interests. The toy library is used well to rotate experiences and to provide opportunities for children to learn about diversity. Good use is made of the local environment to enhance experiences for instance, regular visits to the library and soft play areas. Children are encouraged to observe nature and to foster curiosity for instance, through their visits to the park to feed the ducks. The childminder has yet to care for children who have special educational needs however, she feels confident to liaise with parents and health professionals to support the children. The childminder engages with parents to support children for whom English is an

additional language for instance, discussing their interests, traditions and keywords to support communication skills.

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

Children confidently explore the open plan environment making choices about their learning. The childminder interacts with children to develop new skills. For example, when a child selects the till to play with the childminder interacts to encourage children to handle the money and to use mathematical language. New vocabulary relevant to shopping activities is introduced to encourage children's communication skills. Younger children thoroughly enjoy using the pen to scan products and show good spatial awareness as they press the buttons to open the till. Children negotiate space well as they push the trolley around the rooms. The childminder offers gentle reminders so that children become aware of safety for instance, to avoid collisions when descending the slide. The childminder adapts the provision well to accommodate children's interests for instance, a wooden boat has become a car so that a child can explore levers and gears.

Children engage in a broad and balanced range of activities. Systems are being further developed to enable the childminder to gain information from parents regarding children's starting points so that each child's individual needs are met. The childminder has established good relationships with the children and they are confident and happy within the setting. The childminder is beginning to use her sensitive observations well to progress children and has sound understanding of their learning priorities although, written systems are not yet fully embedded.

The childminder promotes safety when on outings. She has appropriate equipment which is checked regularly. Older children are able to identify where a safe place to cross the road is. As the childminder has a pet dog she reminds children of safety when around unfamiliar dogs. The childminder encourages health and safety with regards to her dog. For instance, he has a segregated area within the house whilst children play and he is up-to-date with his vaccinations and treatments which are well monitored by the childminder.

The childminder promotes hygiene and safety routines with regards to children's sleeping arrangements. She ensures she has good knowledge of children's individual routines and acknowledges their separate sleep patterns and use of comforters to enable children to feel secure. Each child sleeps in a separate room with their own linen on their travel cot or bed which is washed regularly. The childminder provides healthy snacks. Lunches, provided by parents, are also healthy and are stored appropriately in a fridge. Children are aware of their own needs and access drinks independently when they thirsty. Children are keen to wash their hands after using the toilet facilities however; routines are not rigorous as children do not consistently wash their hands before eating. There are regular opportunities for children to outside in the fresh air through regular walks within the local area such as, the park to extend children's physical development.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	3

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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