

Inspection report for early years provision

Unique reference number	EY423971
Inspection date	21/09/2011
Inspector	Barbara Walters
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.

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 adult son in the town of Keynsham, in Bath and North East Somerset. The whole of the property is used for childminding and there is an enclosed garden for outside play. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary part of the Childcare Register.

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. There are currently two children on roll in this age range who attend on a part-time basis. The childminder also cares for children over five years to 11 years of age. The childminder walks or uses as vehicle to local schools to take and collect children. She attends the local toddler group and takes children to the local park. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

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The childminder supports children to participate in a suitable range of activities to help them make some progress in their learning and development. Positive partnerships with parents support consistent care for children to meet their individual needs. The childminder demonstrates a sufficient commitment to maintaining continuous improvement. Generally, sound systems are in place to enable children to be safe and enjoy a healthy lifestyle.

What steps need to be taken to improve provision further?

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

- develop the use of observation and assessment to identify the next steps in children's progress towards the early learning goals
- develop the risk assessment to include all hazards that children may come into contact with

The effectiveness of leadership and management of the early years provision

The childminder has developed the required policies and procedures which are shared with parents to support children's well-being. For example, all records pertaining to accidents and the record of children's attendance are suitably

organised and promote the welfare of children. The childminder ensures that all the adults involved with the care of children are suitable to do so. The childminder is confident in how she will safeguard children and the procedure to follow if she has any concerns about a child in her care. She has recently started her childminding business and has begun to introduce some improvements since registration. For example, she has just started meeting with local childminders to help develop her practice and has reviewed how she shares information with parents about children's continuing needs. The childminder has clear aims for the future and is planning to attend additional training in order to develop her knowledge and skills further. For example, she is intending to complete a child protection course and further training on the Early Years Foundation Stage framework.

The childminder works closely with parents in order to be aware of and support each child's needs, such as their individual sleeping and mealtime routines. To ensure that parents are included, she exchanges information about the children's well-being and their daily plans at the beginning of each day. The childminder is aware to link with other providers who deliver the Early Years Foundation Stage to integrate children's care and learning. The childminder makes sure her home is welcoming for children, and suitable emphasis is given to making sure the environment is comfortable for children's play and meet their individual needs. Children benefit from free play in the enclosed rear garden. Children have access to suitable range of toys which supports their self-selection of play opportunities and independence. Inclusive practice is generally promoted as the childminder gains knowledge of children's family backgrounds and all children join in the available activities.

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

The childminder has friendly relationships with the children. They are confident and settled and happily discuss what they are doing. The childminder generally supports children's learning by providing a range of different activities which build on their interests. For example, children enjoy playing football and are keen to spend the time in the garden developing their kicking skills. The childminder introduces children to simple counting by counting the number of goals they have scored. Children spend their time freely and enjoy exploring with different media such as paints and sponges. They create hand prints with paints and use the sponges to create patterns and shapes. Their concentration is developing as they use tools for a particular purpose and carefully pick up the pasta with a scope and transfer it into different containers. Babies enjoy having the freedom to move their bodies as they lie on their backs. They kick their legs and stretch their arms to reach the toys hung from the mobile. Children also benefit from daily trips outside the home to provide new experiences and allow them the opportunity to socialise with others. Regular trips to the local parks give children the opportunity to extend their physical skills and they explore stamping in the puddles and feeding the ducks. They begin to learn to keep themselves safe by being aware of the swans and staying close to the childminder. The childminder has started to monitor the

children's progress through observation in order to promote children's progress. However, the observations do not yet provide a clear picture of what children know and can do to enable the childminder to identify the next steps in each child's learning and development.

The childminder uses everyday activities to promote children's understanding of staying safe. For example, children wear a helmet when riding on the scooter in the garden. While a written risk assessment is in place in order to support children's safety within the home and when on outings, this has not been developed to include all risks within the home and garden, for example, the garden plants and furniture. Children begin to develop an understanding of healthy eating through meals they enjoy as well as opportunities to try new foods. The childminder has a sufficient understanding of behaviour management and uses sound explanations with children to help them to understand why they should not play with certain toys and praise to encourage good behaviour, which help children to enjoy their play.

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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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

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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	3
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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