

Inspection report for early years provision

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Inspection date	01/12/2011
Inspector	Michelle Tuck
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 registered in 2011. She lives with her husband and two year old daughter. They live in Bedminster, in the city of Bristol. The childminder lives in a flat which consists of a lounge/kitchen, two bedrooms, bathroom and a small outside area. Access to the property is up a small flight of steps.

The childminder is registered to care for a maximum of five children under eight years at any one time. There are currently five children on roll, all in the early years age range. She is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Childminding takes place in the living room / kitchen, daughter's bedroom, the hallway and a small outside area.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has created an inclusive environment in which all children are valued. She has a good understanding of each child's welfare and learning requirements, which means she can successfully meet their individual needs. Excellent partnerships with parents and good relationships with other providers support information is shared to benefit children's continued development. Overall, children are able to access the play provision on offer and most welfare requirements are being met. The childminder evaluates and adapts her practices to help her make continuous and ongoing improvements to the service she offers.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure appropriate fire detection and control equipment, for example, a fire blanket, is in working order (Suitable premises, environment and equipment)
- 23/12/2011

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

- improve the organisation of play resources to further support children's self-selection and independent access .

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well. The childminder has a secure knowledge of child protection issues and the correct procedures to follow should she have a concern about a child in her care. She is supported by a clearly written policy that outlines the procedures she would follow and supports that parents are well informed about her responsibility to safeguard children. Robust risk assessments check that children play in safe environments at all times. The childminder has a plan for evacuation in the event of a fire, therefore children learn what to do in an emergency situation. However, the fire blanket is not wall mounted, and therefore not in full working order.

The childminder is well organised and ensures activities are pre-planned in advance, so that parents are aware of what their children will be doing. She has a good range of play provisions that are generally accessible to the children. However, younger, less vocal children currently only have access to what the childminder puts out as resources are not effectively stored to fully encourage and enable children to access them freely and independently. The childminder has already highlighted this through self evaluation and is considering ways in which to improve this. The childminder is a positive role model. She manages children's behaviour fairly and consistently with good levels of support and encouragement. This helps the young children to learn the boundaries and expectations to show kindness, share and take turns as they start to form friendships with others.

The childminder promotes that children learn to value themselves and show respect towards others, as they learn about difference and diversity from the childminder's positive interaction, discussion and access to play provisions that raise their awareness of the world in which they live. The excellent partnership with parents is confirmed by their comments on the high level of care and learning. Daily diaries, verbal communication and sharing of learning journals ensure all parents receive extensive information on the provision, and their child's care and development. Excellent information is exchanged on children's routines and starting points and all information is recorded. The childminder works with other early years settings that children attend. Through the sharing of planning and written observations with these settings, she is better able to consistently support children's routines and learning. The childminder is an experienced child carer and uses this to support her in providing good quality care. She uses her self-evaluation systems to enable her to identify some of her strengths and areas for improvement, so that she can continue to make improvements to her service.

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

Children make extremely good progress in relation to their starting points. The childminder has very good knowledge and experience of providing opportunities for children to learn through play. She makes detailed observations of children's

play and achievements and uses these to identify their next steps in learning and plans accordingly. For example, she has noticed that a young baby loves the musical instruments, so they have made some of their own to explore, such as a rain maker. The childminder understands that babies explore their surroundings through their senses, and so sets out a treasure basket filled with exciting objects. Children take part in fire drills regularly and the childminder talks to them about road safety even before they are able to walk. The childminder has a very positive approach to helping children behave well, and keeping themselves safe. Warm relationships are observed between the children and the childminder; as a result, children feel safe and have a strong sense of security. They respond positively to her caring, sensitive and nurturing approach as they engage in the range of activities she offers with interest and enthusiasm. For example, the childminder and the children play with the play dough. They roll it, squeeze it and together, they pretend to prepare cakes putting pretend cherries on top. Children develop excellent skills for the future, they count with the childminder as they play and she repeats words back to them to help improve their numeracy skills and vocabulary. A 14-month-old enjoys the range of computerised toys available, and already shows a developing understanding of what to expect when buttons and keys are pressed.

Children enjoy regular food and drinks, which are provided by the childminder. Older children are also involved in cooking activities. Exemplary hygiene procedures protect children's health and they learn healthy practices through their daily routines. Babies are involved in hygiene routines from a young age; for example, their hands are wiped with a wet wipe before they snuggle up on the childminder's lap to have their bottle of milk. They also learn about good hygiene from the childminder's positive role-modelling, such as discussion about the need to wash germs away. Babies benefit from the childminder's lovely interaction. They communicate with the childminder in a variety of ways. They try to talk using words, make sounds and give lots of eye contact and smiles.

All children access a very good range of books which include positive images of people's differences. Children take part in celebrating festivals such as Diwali by making glittery pictures for the festival of lights. Children sing songs such as 'five current buns' which encourages them to count and make simple calculation. The childminder brings these sessions to life with props from the 'song bag', for example, five knitted current buns or five speckled frogs. Children play well together, as the childminder consistently encourages them to share, take turns and be aware of each other's needs, rewarding them with praise when they do so.

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	1

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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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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