

Inspection report for early years provision

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Inspection date	16/01/2012
Inspector	Debbie Starr
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 2011. She lives with her husband and two children aged five and three years in Westbury on Trym, Bristol. The whole of the childminder's home is used for childminding. There is an enclosed garden for outside play, to which children have restricted access.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for one child within the age range of the Early Years Register and one child within the age range of the voluntary part of the Childcare Register. Both children attend on a part-time basis. The childminder makes use of local facilities including toddler groups and parks and takes children to and collects from local pre-schools and schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's secure understanding of children's individual needs enable her to promote their welfare and safety. The childminder has a satisfactory knowledge overall of how she promotes children's learning and development. However, her system of assessment is not sufficiently developed and she does not fully promote children's awareness of diversity. All required documentation is maintained accurately. The childminder builds sound relationships with parents, but these do not sufficiently focus on children's learning and development. The childminder is aware of her responsibility to make links with other early years providers that children attend. The childminder has begun to reflect upon her practice, however, this has not yet had a significant impact upon the outcomes for children. The childminder demonstrates satisfactory capacity and commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of observation and assessment to clearly identify children's next steps in learning in order to plan activities that offer suitable challenges
- develop further the two-way flow of information with parents regarding children's starting points and ongoing progress and development, to promote

- a shared approach to children's care, learning and development
- offer regular experiences that promote children's awareness of the wider world and celebrate aspects of their own culture and language
- develop further systems for monitoring and evaluating practice to identify strengths and areas for development.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are appropriate. The childminder has a sound knowledge of child protection issues and understands the procedures she should follow if she has a concern about a child. All required records relating to children are appropriate and shared with parents. Daily visual checks, regular monitoring of safety equipment and appropriate risk assessments provide children with safe and secure environments within the home and on outings. Good quality toys set out at floor level enables children to make choices from resources that reflect their interests. Children gain an awareness of their local community through their social experiences and access sufficient resources that reflect diversity. However, they are not offered regular experiences or participate in activities that promote an awareness of different cultures or the wider world.

The childminder builds positive relationships with parents. They are informed of her practice through written policies and displays of information. Parents share what they know about their children through discussion. This dialogue helps the childminder to meet children's individual welfare needs appropriately. However, these discussions do not focus sufficiently on children's learning and development. The childminder is aware of her responsibility to make links with other early years providers that children attend. This is not required at the time of inspection.

The childminder has started to reflect upon the quality of her provision and practice since registration. She reflects upon her use of documentation through discussion with the early years advisor. She has for instance, extended written risk assessments to include outings. She has attended training focused on equality and diversity and identified future training to develop her practice, knowledge and understanding. These include health and hygiene and safeguarding courses. The childminder demonstrates satisfactory capacity and commitment to continuous improvement so as to bring about positive outcomes for children.

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

Children are settled and secure with the childminder because she forms close attachments with them and meets their individual needs generally well. Children make satisfactory progress in their learning and development. The childminder has a sound understanding of how children learn and develop overall. She has started

to observe what children know and do and link these to the areas of learning. Her system of assessment however, is not wholly secure as she does not gain information that is sufficiently focused on children's development when they first start. As a result, children's achievements are not tracked effectively from their initial starting points and next steps in development are not effectively planned for. Children choose resources that reflect their interests. Children focus on placing objects in and out of small containers and shape sorters. They attempt to stack beakers but are not supported by the childminder to develop sustained interest. They demonstrate an understanding of how equipment works as they press buttons and watch as lights flash. Children are curious about unfamiliar objects. They watch and copy the childminder and attempt to manipulate a pop up toy. Young children's emerging language is supported suitably through good eye contact, repetition of sounds and words, use of books and singing of songs. Children have opportunities to participate in messy and creative play at local stay and play and toddler groups.

Children develop an understanding of healthy lifestyles through regular trips to parks, fresh air on walks and play in the back garden. They develop coordination, climbing and balance skills using a suitable range of equipment. Children enjoy nutritious meals. They recognise when they are thirsty and drink from their own accessible beakers. They develop an awareness of good hygiene through consistent routines. Children develop an understanding of how to keep themselves safe in the home through clear guidance from the childminder and practise of the evacuation drill. Discussion and regular reminders promote children's understanding of road safety from an early age. Children's self-esteem is promoted and they behave well due to the childminders regular praise and clear, calm and consistent approach. Children are starting to share, take turns and play cooperatively with others around them. As a result they develop skills for the future.

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

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	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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