

Inspection report for early years provision

Unique reference number	EY433073
Inspection date	12/06/2012
Inspector	Timothy Butcher
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 child in Easton, Bristol. The ground floor and first floor bathroom and toilet are used for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children aged under eight years at any one time; of these, not more than three may be in the early years age group and of these one may be under one year. Access to the premises is up a flight of stairs. The childminder lives in walking distance of a local park. The childminder is currently caring for three children in the early years age range, all attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are suitably happy and settle with the childminder. They make adequate progress in their general development as the childminder offers a suitable, although not extensive, range of resources and play activities for children. The childminder has begun to make observations of children's progress but does not fully analyse this information to plan relevant and motivating learning experiences for each child. She is starting to build sound partnerships with parents, offering a flexible service; wider partnerships are less well developed. She demonstrates the capacity to maintain gradual and continuous improvement although the system of self-assessment is underdeveloped.

What steps need to be taken to improve provision further?

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

- develop further the system of observational assessment to more closely identify children's next steps in development and to use this information more effectively to inform the planning of appropriate play and learning experiences for each child
- develop the indoor environment further to provide additional resources which are appropriate and easily accessible to children
- develop systems of self-evaluation further to help form an accurate appraisal of the settings effectiveness to further extend children's learning and development
- develop further the partnerships with parents and other providers delivering the Early Years Foundation Stage to enable the sharing of development records to further promote children's continuity of care and learning.

The effectiveness of leadership and management of the early years provision

The childminder has an appropriate understanding of her safeguarding responsibilities and is suitably aware of the action to take should she have a concern about a child. The required policies and procedures are in place, which help to promote children's welfare. The childminder undertakes a suitable assessment of risk, backed by the childminder's visual checks each day. This appropriately minimises potential hazards to children. Children are suitably encouraged to learn about their own safety. For example, they learn about road safety when out walking with the childminder.

The childminder promotes equality and diversity appropriately as levels of engagement with parents and carers are established and developing. This results in an adequate knowledge of each child's background, care needs and preferences. The childminder shares basic information about the child's day, which keeps parents suitably informed and parents comment positively on this. The childminder has begun to share some information about children's achievements with their parents. However, the assessment process is in its infancy. Weaknesses in the assessment process prevent a full picture of children's achievements from being shared. Consequently, opportunities for parents to comment on children's learning and to contribute are somewhat limited. The childminder has not yet developed partnership working with other providers delivering the Early Years Foundation Stage. However, she is in discussion with parents about how she will share information to enable greater continuity of learning for children.

The childminder provides an adequate range of resources, which she uses to achieve some of the planned goals in learning and development. Children are able to exercise some choice and select resources from those put out. However, resources are not well organised to be easily accessible to children and for them to freely choose. This limits their enjoyment and does not provide them with a wide variety of exciting and challenging resources that fully meet their individual learning needs.

The childminder is at a very early stage of developing her practice; however, systems for self-evaluation are not fully effective. She has implemented some of the suggestions made by the local authority support worker. For example, she has booked further training to extend her knowledge and understanding of the Early Years Foundation Stage. She is beginning to make other improvements, for example, by purchasing some additional toys to be of benefit to children and she has obtained another learning profile record to trial. Overall, the childminder is beginning to make gradual and continuous improvement and outcomes for children are improving.

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

Overall most children generally secure the skills they require to in order to progress their learning. Children say they like the range of activities on offer. Pre-school children spontaneously count and name colours during their play. The childminder provides suitable opportunities for them to be creative and to mark-make. However, although a range of activities provides children with some choice, the childminder does not always present these sufficiently well. For example, although children engage in role play with dolls there are insufficient props to bring their play to life and make it meaningful. Consequently, they are not absorbed in their play for good periods.

The childminder is beginning to apply and develop her knowledge of the Early Years Foundation Stage. However, currently the system of observational assessment does not closely identify children's next steps in development. Consequently, this does not fully inform the planning of future play and learning experiences for each child. As a result, their learning is not fully maximised. The childminder has a suitable understanding of child development. This helps children make satisfactory progress in their learning and development across each required area of learning. Those who attend after school enjoy the opportunities to quietly sit and read and to hold relaxed conversations with other children. The childminder suitably promotes their communication and literacy skills, for example, through encouragement to complete schoolwork. Children have positive attitudes to learning. They proudly show that they enjoy sounding out the words that they are learning as homework. The childminder encourages older children to support younger ones with this. Children are beginning to form positive relationships with each other and to display a sense of belonging. They are confident in the childminders home and show they feel safe. They enjoy completing puzzles and successfully match size, shape and colour. They develop their manipulation skills as they do so. Overall, children develop suitable skills for their future learning.

Children are polite as the childminder is clear and consistent with her expectations and boundaries. The childminder provides simple explanations about being kind to each other. Children begin to learn how to be safe themselves and to take some responsibility in the setting, such as not playing inside with the skipping rope. Children are developing an appropriate understanding of the benefits of healthy living. Children are encouraged to eat healthily and the childminder liaises closely with parents about children's dietary needs. Children enjoy regular outdoor activities, such as visiting the adjacent park. The childminder supports children suitably to adopt good personal hygiene routines. For example, when children take themselves to the toilet they automatically know to wash their hands.

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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