

Inspection report for early years provision

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Inspection date	01/03/2012
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 has been registered since 2011. She lives with her partner and eight year old daughter. They live in Bath in North East Somerset. Childminding takes place predominately on the ground floor this includes a lounge, dining room , kitchen and conservatory. There are bathroom facilities on the first floor and an enclosed rear garden to facilitate physical play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time. There are currently five children on roll in the early years age range. The childminder is also registered for overnight care. The family have pet guinea pigs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe, secure and happy in the childminder's home. The childminder has an excellent awareness of how children learn through play and exploration. Consequently, children make rapid progress in most areas of their learning. The childminder has developed excellent relationships with parents and partnerships with other settings are developing. Most aspects of children's health are well promoted. The childminder is enthusiastic and is developing a reflective approach in monitoring her own development and evolving her practice to meet children's unique needs. This shows a good capacity to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- develop further methods of working in partnership with other settings to share children's progress and development
- develop further children's understanding of good hygiene practices to prevent the spread of infection, especially when they have a cold.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision very well to promote children's welfare. The childminder is recently registered but has already established her childminding provision to a good standard. All required documentation is in place and well presented, and she has a professional and enthusiastic attitude to her work. The childminder has good understanding of safeguarding issues; she has the necessary knowledge to protect children from harm and understands the procedures to follow

if she has a concern about the welfare of a child in her care. She shares her safeguarding policies with parents so they understand the extent of her responsibilities in this area. Children are safe as a daily record of attendance is maintained with times of their arrival and departure accurately recorded. Children are protected as the childminder is vigilant and completes daily checks of the property, and has minimised potential hazards. The childminder's careful risk assessments for the home and outings are effective in keeping children safe. Children have an accurate understanding of procedures to follow in the event of evacuation from the premises as regular practices are carried out and a record is maintained which includes the children who were present and any problems encountered, ensuring all children participate.

Children's individual needs and routines are met well. They have access to a good range of toys and resources that are all in good condition and easily accessible. The childminder helps children to learn about diversity and the wider world by using resources that reflect positive images of diversity and through celebrating festivals, such as Chinese New Year or Australia day. She provides a fully inclusive provision.

The childminder has established highly successful partnerships with parents. Parental involvement is valued and sought through the gathering of detailed information from the start. They are kept extremely well-informed through daily communication, displays and newsletters. Parents are encouraged to share their views by completing questionnaires and contributing to their child's learning journal', for example, parents write that their child is very happy with the childminder and they are extremely pleased how their child has progressed. They contribute their child's good progress to the childminder's care and involvement. The childminder is beginning to make links with other settings that the children attend, however this is still in its infancy.

The childminder is committed to driving and securing improvements to her provision. She attends on-going training to update her knowledge and skills. She has highly successful systems to evaluate the quality of provision. For example, the views of parents and their children are actively sought and included in her thorough self-evaluation form. In addition, children's learning is evaluated to help ensure they make very good progress in all areas. As a result, standards of care and education are continually being improved to the benefit of those attending.

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

Children's learning is planned, monitored and promoted to an extremely high standard. The childminder keeps thorough written observations of children's progress. These are recorded in their 'learning journeys' with photographs and examples of work to illustrate their achievements. From this, individual learning plans are developed to promote rapid progress in all six areas of learning. Children's development is enhanced through the childminder's excellent knowledge of the Early Years Foundation Stage and what she knows about each child. She

skilfully observes their emerging interests and adapts activities to make the most of spontaneous opportunities. For example, she takes children out to watch the trains to support their interest in them. She takes the children to the bus station to see the buses and they complete a survey, by placing a sticker on a chart each time they see a bus. Children thoroughly enjoy exploring the different coloured rice and pasta; they pour, mix and stir it, using their problem solving skills when deciding the best way to transfer it into a narrow necked bottle, without spilling it. As a result, children are thriving in her care.

Children are developing extremely warm and loving attachment with the childminder. The trusting relationships support them in settling in very well and exploring with confidence and curiosity from their secure base. Children have lots of opportunities to play and socialise with others. This supports them in developing friendships and learning about the needs and feelings of others. Children's communication, language and literacy are developing extremely well. The childminder is especially sensitive to the communications of non-verbal children to include them fully. She listens carefully and responds enthusiastically to their sounds, encouraging them to 'use their voice'. The childminder plans themes for the children, participating in a range of craft activities. For example, the children have been exploring nursery rhymes and songs. They enthusiastically use a range of art materials to create a picture of 'Incy Wincy Spider', singing the song as they do. Children are confident and are learning good skills for their future development in a happy and caring environment.

Daily walks and outside play helps children to be healthy and active. This is very well balanced with meeting children rest and sleep patterns so they are consistently cared for with their home life. Children's health is further supported by the good hygiene standards modelled by the childminder. They are offered healthy options to eat and encouraged to drink regularly, however they do not always cover their mouth when they sneeze.

Children feel safe as they cuddle up to the childminder when sharing a story or feeling tired. She enables children to learn how to negotiate and co-operate with one another in a safe and secure environment, as they discuss how to share the toys and resources available to them. Consequently, children's behaviour is very good; they show care and consideration to others, demonstrating a sense of responsibility as they help to tidy up before lunch. The childminder is a good role model and children benefit from her enthusiasm and commitment to providing fun and entertaining experiences for all children.

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	3
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	2
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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