

Inspection report for early years provision

Unique reference number	EY368291
Inspection date	23/09/2008
Inspector	Deborah Jane Starr

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and three children aged 11, seven and one year in Pilning, near Bristol, South Gloucestershire. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children at any one time. There are currently five children attending who are within the Early Years Foundation Stage (EYFS); four of whom attend on a part time basis. There is currently one child attending who is within the compulsory Childcare Register and two children within the voluntary Childcare Register. The childminder attends local groups and takes children to local places of interest. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder creates an inviting and welcoming environment in which children's welfare, learning and development are promoted effectively. Careful consideration is given to creating an inclusive environment through the gathering of information about children's backgrounds, accessibility to a varied range of resources and the clear identification of children's individual needs. The partnership with parents and close working with others is a key strength and ensures that they are fully informed and actively involved with children's welfare and learning. The childminder has a good understanding of her strengths and weaknesses through effective self evaluation and consultation with parents. The childminder is committed to her on-going improvement and has taken steps to develop her practice, for example by targeting appropriate training.

What steps need to be taken to improve provision further?

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

- enhance the information gained about children's development when they first start
- further develop the processes for effective evaluation and planning.

The leadership and management of the early years provision

The childminder's home is well organised and thoughtfully laid out, with a wide range of good quality and developmentally appropriate resources enabling children from an early age to become independent. Well organised documentation, records, policies and procedures are used effectively to identify and promote children's welfare. The childminder is committed to ensuring her practice is inclusive for children and their families through close working with all those involved in their care. This is achieved through a clear understanding of children's backgrounds and significant events in their lives, two way flow of information about children's welfare and progress through a daily record, frequent discussion about children's

interests and achievements at home and the sharing of her practice through clear and comprehensive written information. Consequently, she has a good understanding of and is sensitive to each child's individual needs. Information gathered when children first start identifies their interests, preferences and routines, but does not sufficiently focus on their development.

The childminder's use of self evaluation, proactive approach to gaining parents' views and review of hazards has led to improvement since registration. Steps taken have led to improvement to safeguard children further in the kitchen area and demonstrate a strong commitment to promoting children's safety. The childminder has a clear understanding of her strengths and weaknesses and has prioritised training to enhance her practice to support children's learning. Well considered procedures and policies ensure that all aspects of children's welfare and the environment is safe and supportive. These include for example, robust regularly reviewed and updated risk assessments, the safe collection of children by authorised adults, the sharing of information regarding complaints and understanding of child protection and safeguarding issues and procedures.

The quality and standards of the early years provision

The childminder effectively and confidently supports children from a young age to make progress. Flexible daily routines met young children's needs and purposeful play is promoted through the effective use of toys and equipment. The thoughtful lay out of the play areas and resources promotes choices and gives young children ample space to develop early mobility safely on frequently cleaned flooring inside the house and blankets when in the garden. The childminder's sole use of observation enables her to appropriately assess and evaluate children's achievements and build on what children know through activities that promote children's next steps. Children make good progress. Children are happy, inquisitive and alert and are supported to become active learners through the good use of attractive and varied textured toys. Brightly coloured equipment set out at floor level encourages exploration. Children are determined, reaching out for toys and manoeuvring their body, using the developing muscles in their arms and legs to turn 360 degrees. Children are intrigued by differing sounds made when grasping soft objects attached to a play mat or pressing levers on press-response toys. Children are motivated to repeat this action. The childminder understands the importance of building upon these skills and how this promotes independence. Children are given spoons and attempt to feed themselves with their freshly prepared lunch. The childminder listens to young children's babbling, responding enthusiastically to these early attempts at communication. The childminder maintains good eye contact with children who respond with smiles. A strong attachment between the childminder and children promotes their sense of security, enables them to separate from parents confidently and to respond without anxiety to unfamiliar adults. The childminder's repetition of words whilst children look at pictures and handle appropriate books and singing of songs promotes children's language.

The childminder's good knowledge and understanding of the welfare requirements as reflected in her practice and policies and procedures ensures children are protected from harm and their welfare is safeguarded. The childminder promotes

children's understanding of their own self care and the importance of good health from an early age through thorough good hygiene routines, physical play, plenty of fresh air and well-balanced healthy meals and snacks. The childminder gives careful consideration to children's safety both within and outside her home, as reflected in safety measures in place such as, alarmed safety gates, use of carbon monoxide detector and procedures on outings. The childminder's use of positive praise from an early age promotes children's self-esteem. Frequent role-modelling of acceptable behaviour and clear consistent boundaries helps children develop an understanding of what is expected of them.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.