



Inspection report for early years provision

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| Unique Reference Number | 250772 |
| Inspection date | 12 April 2006 |
| Inspector | Deborah Kerry |
| Type of inspection | Integrated |
| Type of care | Childminding |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The childminder has been a childminder for 12 years. She lives with her family in a house close to the centre of the rural village of Wickham Market and within walking distance of the local CP School, nursery, and playgroup. The children have access to the whole of the downstairs. There is a fully enclosed garden for outside play. She is registered to care for a maximum of six children at any one time and is currently minding nine children aged between 15 months and 12 years old, all of whom attend on a part-time basis.

The childminder is an accredited member of the local Childminding Network and currently provides funded nursery education.

The childminder regularly attends the Parent & Toddler Group and the local Childminding Group.

The family have a pet rabbit, fish in an aquarium and in a covered pond in the garden.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children learn about keeping healthy through discussions at mealtimes about eating food that helps them to grow strong and healthy. Children are developing an excellent understanding about personal hygiene as they know the daily routine well, they wash their hands before eating and after using the toilet. The childminder has scrupulous procedures in place to ensure her home is clean and hygienic to promote children's good health. Nappy changing routines are excellent, helping to prevent the spread of infection.

Children enjoy regular planned opportunities to experience physical play through doing exercises and action rhymes inside; through using the large play equipment in the garden and by going on regular walks within the local community. Children who want to rest or sleep can make beds with cushions on the floor in the play room, or younger children are able to sleep in their pushchairs.

Children's health and dietary needs are promoted extremely well as any allergy or dietary requirements they may have is recorded and the childminder works with parents and respects their wishes. Special diets are catered for, this enables children's individual dietary needs to be well met. Children are provided with a variety of healthy, well balanced, freshly prepared, home cooked meals. They have a variety of food for snacks, like bread sticks and raisins that effectively promotes their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are welcomed in to a warm, stimulating, child friendly, secure and safe indoor and outdoor environment. The childminder effectively organises the toys and resources in her home well so children are able to move around freely and safely as any risks are minimised. Children are able to crawl and explore their environment safely and choose age appropriate resources that are within their reach. The childminder has completed written risk assessments for all areas children use in the home and the equipment, so any hazards found are removed, this ensures risks to children are minimised. All cleaning products are kept out of reach and she has COSH data sheets accessible for all cleaning products used within the home.

The emergency evacuation procedures are displayed and practised regularly with children to ensure their safety is given high priority. The childminder has essential safety equipment in place. For example, there is a gate at the bottom of the stairs and the front door is kept locked, the key is accessible but out of children's reach, this ensures children's safety is effectively promoted. When on outings the childminder teaches children about road safety and 'stranger danger', to hold hands and stay close to the childminder when out, this successfully develops their awareness of keeping themselves safe.

The childminder has completed training on child protection and through the 'quality kite mark' has substantially increased her knowledge and understanding on child protection and is aware what to do if she had concerns for a child. She has a written statement on child protection that is shared with parents before minding begins. There are clear, effective written procedures to follow if needed; this ensures children's welfare is given high priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and settled in the childminders care. Children are provided with a broad range of suitable age related toys and activities that promotes their learning and development, as the childminder has started to implement activities from the 'Birth to three matters' framework for younger children. Children are learning what is expected of them and work co-operatively together, as they are given consistent guidelines from the childminder. Parents are kept informed about events and activities the children are involved in through displays and regular discussions with the childminder. Children are learning to concentrate and attempt new activities that challenges them and builds their self esteem.

Nursery Education

Teaching and learning is good.

The childminder has developed an understanding of the Foundation Stage. In practice the childminder adapts her questioning and challenges for the children's differing abilities, this enables children to make progress in their learning at their own pace. Although, this is not clear in written plans. The childminder uses children's progress records when planning for future learning and refers to these during activities to ensure children are able to make progress in their learning. These have clear links to the stepping stones and early learning goals to enable children's individual needs to be met well. The short term plans covers all the six areas of learning. However, these are not clearly linked to the stepping stones or early learning goals.

The childminder uses effective questioning techniques that encourages the children's thinking skills well and she has developed good relationships with minded children. The childminder works directly with the children, giving them support when needed and the layout of resources enables children to self select easily. Children's records are clearly linked to the stepping stones and early learning goals and shows children's next step in their learning. The childminder completes regular observations on children which are then recorded so the childminder knows where children are in their learning.

Children play well together and have formed good relationships with the childminder and other children. They are polite to each other and are developing their independence as they are able to wash their own hands. There are lots of discussions and interaction during play activities between children and the childminder, this helps to promote their communication and language skills. Children's understanding of sounds and letters is promoted as they recognise the letters and their sounds in their own names when completing an alphabet puzzle together. They independently choose books to look at and can handle them correctly. Children are encouraged

to write their own names on their work, some children are able to do this independently and less able children are supported by the childminder.

Children are able to recognise numbers, especially those that relate to their own age through a variety of planned activities. Activities around problem solving develop children's calculating skills as they count and add objects together and sing songs like '5 speckled frogs'. Children are able to explore and investigate their environment through pond dipping, topics on the life cycle of a butterfly and which animals hibernate in winter. Children access electronic toys and games to develop their understanding and use of technology. Children learn about time and place through the daily routine and by discussing what they are going to do in the afternoon. Topics on different world celebrations develop children's understanding of other cultures and beliefs well.

Children's physical development is promoted well using the bikes and cars outside. By threading, using scissors and the use of sand and play dough tools, these help to develop children's small physical skills and their hand-eye co-ordination. Children are learning about bodily awareness, as the childminder discusses how the food they eat helps them to grow strong and healthy. Children are provided with a range of materials for their art and craftwork; they do collage and play with sand to freely express their ideas. Children's imagination is given free range through listening to music that is played and through a variety of role play situations using the dressing up clothes available. The childminder regularly attends a music and movement group in the town with minded children, where they sing, clap, join in with rhymes and play musical instruments.

Helping children make a positive contribution

The provision is good.

Children's knowledge and understanding of the wider world is effectively developed through celebrating different world festivals, the resources available and through tasting food from other countries. The childminder welcomes all children. She has developed a supportive and good understanding of children with additional needs through the 'Quality Kitemark' scheme. Activities are adapted to ensure that all children are included and can join in, so their individual needs are met well. The childminder has a calm and consistent attitude to behaviour management. Children are given positive encouragement to share and take turns so that they are aware of what is expected of them and they behave well. This positive approach fosters children's spiritual, moral, cultural and social development appropriately.

The childminder writes daily diaries for younger children that are sent home to ensure that parents are kept fully informed of any developmental milestones they have achieved. At the end of each day the childminder shares what their children have been doing whilst in her care with the children's parents through verbal feedback. A notice board displays information on the 'Birth to three matters' framework, this helps to keep parents informed on how young children's progress is supported, developed and recorded.

Partnership with parents and carers is good.

Parents are encouraged to be involved with their children's learning by bringing items in for any themes or topics that children are covering in their learning. Parents also join with activities by supporting children in their learning through their own specialised knowledge and talents. A notice board displays information on the Foundation Stage, the six areas of learning and the themes children will be covering each term, this enables parents to be fully informed on how and what their children are learning. Through discussion when children start funded education the childminder gives parents all relevant information on nursery education to ensure they are fully informed. Children's progress records are clearly linked to the stepping stones and the early learning goals. They are available for parents to view and add to at any time to enable them to see and be involved with the progress their children are making.

Organisation

The organisation is good.

Children's needs are very well promoted as the childminder records all their individual needs. Children are well cared for as the childminder makes good use of the space and resources in her home. Activities are adapted as children progress in their development and changed according to their individual needs so that they can all achieve their full potential.

The childminder has an excellent knowledge of child development and has completed the 'Quality Kitemark' scheme to show her dedication to improving the childcare that she offers and the learning environment for children. The home is effectively organised to ensure children have free access to resources that are suitable for their ages. She has attended all necessary training to ensure children are effectively supported in their development.

Parents are provided with information on activities and the service that the childminder offers.

All the necessary documentation is up to date and in place. The childminder has a comprehensive range of written policies, procedures and routines that supports her practice and contributes to children's good health, enjoyment, welfare and safety. All records are kept confidential and shared with parents at the end of the day.

The care and nursery education meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the childminder was asked to develop her knowledge on child protection and the Disability Discrimination Act by attending any relevant training available. The childminder has attended training on child protection and has a written statement and policy on protecting children. Through the 'Quality Kitemark' she has developed her knowledge and understanding of equal opportunities, child protection and children with special needs and how to promote their development and welfare.

To also further develop toys and resources which reflect positive images of culture, gender, ethnicity and disability. The childminder has purchased additional resources to develop children's

understanding of other cultures well, through resources in different languages and by covering different topics and themes around different world celebrations.

Complaints since the last inspection

There are no complaints to report since the last inspection.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further enhance play and learning opportunities for children under three years old

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the planning so that this is clearly linked to the stepping stones and early learning goals.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk