



Inspection report for early years provision

Unique Reference Number	302669
Inspection date	19 April 2006
Inspector	Hilary Mary Mckenning
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 registered since 1995. She lives with her husband and two children in the Carlton area, close to Barnsley. There are shops, schools and a park within walking distance. The whole of the ground floor including the bathroom facilities are used for childminding purposes. There is a fully enclosed garden available for outside play, to the rear of the property.

The family has a pet rabbit.

The childminder may care for six children under 8 years old. There are currently seven children attending a variety of sessions, including one child in receipt of nursery funding.

The childminder is a member of the National Childminding Association and is a network accredited childminder. She is a member of the Barnsley Childminders Together network and receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn and understand the importance of good personal hygiene through consistent daily routines and become increasingly independent in their personal care. For example, older children know that they have to wash their hands after using the toilet and before eating without prompting. This helps to minimise the risk of infections.

Children enjoy a good range of healthy snacks and drinks, as the childminder works effectively and flexibly with parents addressing their wishes. Snack times are an opportunity for children to enjoy their food and are a social time for children to converse with each other. The childminder maximises opportunities for learning and positive interaction as they discuss what they are having and why. For example, older children competently discuss growing carrots and demonstrates that carrots are a healthy choice. This contributes significantly to children's understanding of a healthy lifestyle.

Children enjoy access to a wide variety of physical activities. Regular use of the garden, walks, visits to the park and playgrounds give children opportunities for exercise to encourage their physical development. They rest and sleep according to their individual routines and needs. Arrangements for first aid and administering medication are in place and successfully protects children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment. Potential hazards have been identified through the effective use of risk assessments in order to maintain a secure and safe environment both indoors and out. For example, the use of safety equipment, smoke alarms and a fully enclosed outdoor play area means children can move around freely and safely. Appropriate fire precautions are in place, for example, fire exits are clear of obstructions and fire evacuation plans are displayed. Children are well versed in fire safety and older children can explain what they would do when they practise the emergency evacuations. They also learn how to keep themselves safe, for example, they know they must cross the road using the pedestrian crossing. Appropriate safety equipment is used and written safety procedures are in place. However, the child protection procedures does not reflect a process should an allegation be made against the childminder. Children are protected from harm because she has a good knowledge of child protection issues and the procedures to follow should she have concerns about a child in her care.

Good quality resources are easily accessed allowing children to make choices in a safe manner. A monitoring process is in place to ensure children's toys and equipment remains safe and

appropriate for the children's ages and stages of development. Children have sufficient space to move easily within both the indoor and outdoor areas. Resources are stored at child height allowing children good opportunities to make independent choices safely.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and eager to participate in their day. Good positive relationships are developing with the childminder. This is due to the high level of support the children receive, increasing children's sense of trust and self-esteem. They enjoy a stimulating and exciting range of activities both indoors and outdoors. For example, children became engrossed in selecting images from the digital camera. Effective use of the Birth to three matters framework ensures activities for children under 3 years are stimulating and achievable. They enjoy many pleasurable experiences. For example, as they play with items from the treasure basket and have fun with the musical toys. The childminder responds skilfully to babies, encouraging their early communication development as she provides many opportunities for face-to-face interaction and repeats words. Children experience a wide range of interesting outings and develop new skills.

Children independently select what they would like to play with from a wide range of high-quality resources, such as small world toys, outdoor equipment, games and books. Their communication skills are developing through reading and conversations. Children of all ages are confident and make decisions about their play. They show a strong sense of belonging, selecting activities freely from a wide range of good quality resources. Children feel comfortable and secure in their surroundings and as a result, children are confident enthusiastic learners.

Nursery Education.

The quality of teaching and learning is good. This ensures children make good progress in all areas of learning. The childminder has a sound knowledge of the early learning goals and enthusiastically works to provide a varied and interesting curriculum for children. Children behave very well and are sensitive to the needs of others.

Children are motivated to learn through the planning of activities that capture their imagination and interest. They are confident and assured to work and play independently and with each other. They show interest in a wide range of activities that sustain their interest. For example, when using the digital camera and selecting the photographs to print.

Children are very good communicators. They use language effectively for a variety of purposes throughout the day. For example, when working together to retrieve a train. Children self-select and care for books appropriately. They have an understanding that print has a meaning as they recognise their name and the names of other children, linking the sounds to the letters. Opportunities to consolidate children's mathematical awareness and concepts are not fully exploited in every day activities. However, children have good counting skills and readily count the number of vegetables in the focused activity.

Priority is given to getting to know children and their families well. Regular assessments of children's progress through the stepping stones, provides a clear picture of their achievements for parents. This information is used to plan appropriate challenges for children. Planning is flexible enough to respond to children's interests, which ensures they enjoy their learning. Overall children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern as the childminder values their individuality and works effectively to meet their needs. The childminder spends time getting to know the children and their families. As a result, children are very happy and content, as they are familiar with daily routines. They demonstrate a strong sense of belonging and have good relationships with each other. Therefore children are independent, safe, secure as they develop self-confidence and good self-esteem.

Children's spiritual, moral, social and cultural development is fostered. They benefit from a wide range of resources to raise their awareness of diversity. They are beginning to learn about cultures and beliefs through discussion about countries and the celebration of festivals. Children take part in activities appropriate to their differing needs and abilities because the childminder is successful in promoting an inclusive provision for all.

Children have a good understand of the expectations for their behaviour. Strategies for managing children's behaviour are consistent to take into account the children's level of understanding. Children respond well as they receive lots of praise and a high level of individual support. Children have clear guidance and as a result, they know the difference between what is right and wrong in a warm and caring environment.

Partnership with parents and carers is good. Parents are confident to discuss all aspects of their child's care. Discussions with parents about children's activities and achievements take place daily. Children clearly benefit from the positive partnership that has developed with parents. This contributes to the parent's involvement in their child's day and promotes good outcomes for children.

Organisation

The organisation is good.

Children feel at home and at ease within the well-organised setting. As a result, they are confident and initiate their own choices. The childminder provides a welcome environment where children are happy and settled. Space and resources are effectively organised to meet the individual needs and routines of the children who attend. Children are able to relax, play and move around freely

Leadership and management is good. Children benefit from the childminder's commitment to ongoing training. She has completed several childcare courses including the Birth to three matters framework. Good relationships with the parents have been established. Documentation is well maintained and organised. All the required records are in place to promote the welfare,

care and learning of the children. There is a review process in place to ensure they are up to date and shared with parents. Overall children are well cared for and their individual needs are met.

Improvements since the last inspection

At the last inspection the childminder was required to address a number of issues related to record keeping. She has reviewed all of her paperwork and now makes sure that she has all required parental consents and has systems in place for the recording of any accidents and medication. These measures help to safeguard children in the event of an accident or illness.

Complaints since the last inspection

There have been no complaints made to Ofsted 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):

- ensure clear procedures for action if an allegation is made against you

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):

- provide opportunities for children to solve simple problems through everyday, fun practical activities.

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