



## Inspection report for early years provision

<b>Unique Reference Number</b>	112428
<b>Inspection date</b>	08 May 2006
<b>Inspector</b>	Alison Jane Kaplonek
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The childminder has been registered since 2001. She lives with her partner and four children on a farm on the outskirts of Marchwood. She is registered to provide care for five children under the age of 8 or six when she works with one of her three assistants. At the time of the inspection she is caring for nine children under the age of 8 on a part-time basis, and five of these children are in receipt of funding.

The ground floor of the house is used for childminding and a bedroom and the toilet facilities upstairs are also available. There is a fenced in area of the farm grounds for children to use for outside play. Family pets include dogs, cats and a parrot.

The childminder is a member of a childminding network and is accredited to accept nursery education funding. She is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children play a satisfactory part in keeping themselves healthy by taking themselves to the downstairs toilet and washing facilities, where older children help themselves to soap and individual paper towels to dry their hands. They are encouraged to wash hands after playing in the garden or doing messy activities. Satisfactory hygiene practices ensure that most surfaces, changing mats and equipment are clean. Children sit at their own small table in the kitchen to do messy play and to have their meals. This table is regularly cleaned between activities.

Children are provided with nutritious snacks at "fruit time", and are regularly offered drinks. They are given a choice of healthy lunches, such as cheese on toast or sandwiches and they enjoy the social occasion with their friends. Children who stay all day are offered a cooked evening meal which they eat with the childminder's family. The childminder keeps details of children's health and dietary needs. Parents can ask to see information about healthy eating and look at the sample menus available.

Children have access to a fenced in area of the farm garden where they can climb, swing, balance, and run. They enjoy their outside play and are gaining in their control and coordination. Children are also regularly taken out for walks and take part in supervised activities such as jungle jive or music and movement. They engage in activities which require hand-eye coordination such as doing puzzles or painting.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a busy, family setting. They are adequately protected by the use of a variety of safety measures such as stair gates, and fire blankets and they access the house via the side gate, away from the animals. Children regularly practise the fire evacuation procedure with the childminder and her assistants. Toys and equipment are cleaned and checked and are then discarded if broken. A satisfactory range of policies and procedures are in place such as the process to be followed in the event of an emergency or the loss of a child help to keep children safe. The childminder sometimes shares the care of the children with one of her assistants. However, it is not always clear who is responsible for the supervision of certain children and they are, on occasions, at risk of falling or being bumped.

The childminder has a satisfactory knowledge of child protection issues to protect children in her care. She understands her duty to record and report any concerns to social services and to Ofsted. The child protection policy and additional information contained in a booklet from the Department of Education and Skills are shared with parents.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are provided with a satisfactory range of resources for play and learning, such as baby toys, books, puzzles, craft materials and a wide range of outside play equipment. They access appropriate resources which are arranged into learning areas within the playroom, for example a role play corner and tables for puzzles or craft activities. Many resources are often taken outside into the large garden and children take part in a range of activities including painting, sand and water play out in the fresh air. Younger children benefit from taking part in some of the activities planned for the funded children such as painting pictures of flowers they have seen on a trip to the garden centre, or talking about the birth of the new baby goslings. Children settle well and are gaining in self confidence as the childminder and her assistants praise their achievements.

Nursery education.

The quality of teaching and learning is satisfactory. Children confidently choose from the range of resources within the playroom or request craft or outdoor activities. The organisation of the indoor learning environment, however, lacks structure or purpose and it is not always clear what children will learn from their use of the resources. The childminder and assistants often question the children to encourage them to recall past learning, for example asking them about how they had planted their beans. The assistants are not always clear what the children are expected to learn from a particular activity and learning opportunities are missed. However, planned activities support the children's learning across all areas.

Children use language to discuss and organise their play, for example when negotiating turns on the swing or discussing their recent trip to the garden centre. They enjoy listening to stories individually or in a small group. All children use marks to represent their ideas and some children are able to write the letters in their names.

Children are beginning to use mathematical language such as longer or shorter, during their play, for example when measuring the roots on their beans. They request resources, for example puzzles or threading and take part in planned activities when they learn how to measure each other and make comparisons of size and shape. They are learning to count during snack or lunch time and beginning to calculate how many plates are needed.

Children are developing a strong interest in the world around them and enjoy exploring the farm environment and also their visits to local markets and garden centres. They find out how worms live as they build a wormery and enjoy looking at the goslings laid by the farm geese. Children use their imaginations well during outdoor play, role play and when creating art work. They explore sounds as they use the musical instruments and take part in the jungle jive sessions.

Regular weekly evaluations and assessments completed for each child enable the childminder to recognise the children's achievements and begin to plan individual aims for all funded children. These individual plans show clear learning intentions for each child helping them to make satisfactory progress to the next steps in their learning.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children are cared for in an environment where they are all valued and treated with respect. New arrivals settle well and soon develop their sense of belonging. They enjoy exploring the outdoor environment and visiting the animals on the farm. All children have equal access to appropriate toys and resources, and learn about the lives of others as they explore their local environment. Information regarding children's individual needs, their likes and dislikes are obtained from parents.

Children's good behaviour is promoted by the childminder and her assistants, by the use of praise and encouragement. They are learning to share and take turns, and often help to tidy the toys away. Any concerns regarding the children's behaviour or individual needs, are discussed with parents and strategies agreed, although a written record is not kept.

The partnership with parents is satisfactory. The childminders policies and procedures are shared with parents and there is close liaison through daily discussion when children are collected. The weekly plans and the names of the assistants working each day are displayed on the wall for all parents to see. The childminder accommodates the needs of the parents and children and often drops off and collects children from mutually agreed meeting points. Children's spiritual, moral and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

Children are well settled in this busy family environment. They are never left with an un-vetted adult and arrangements are in place in the case of an emergency. Essential records, are in place such as a record of accidents, a daily register of all children and assistants on site and children's detail forms. The register does not include accurate times of arrival and departure and some records are not kept up to date. Records of which assistant is working each day and their relevant checks are accessible to parents. However, a lack of positive leadership means that they are not always clear about their roles and responsibilities with regard to the supervision of children or the intended learning outcomes of activities. Overall, however, the childminder meets the needs of the range of children for whom she provides.

## **Improvements since the last inspection**

At the last inspection, the childminder was asked to ensure all areas of the premises and all toys and equipment used by minded children were clean and hygienic. The rooms, the toys and the outside area used by children, have all been cleaned and a daily cleaning rota is now in place. The childminder was also asked to keep details of the name, home address and telephone number of all persons who may be looking after children on the premises and ensure that they are entered on the daily register. The names and addresses of all assistants are kept on site and they are now entered on the register each day.

The childminder was also asked to ensure that all areas of the premises and all toys and equipment used by minded children were safe and well maintained. All toys and equipment,

and the premises are now regularly checked and any broken toys thrown away. The farm animals are kept out of the children's outside play area. The childminder was also asked to ensure that the child protection policy included the duty to report any issues to Ofsted. This information is now included.

She was asked to plan and organise the resources and learning environment to encourage the incidental learning which occurs when children are able to initiate their own play and to ensure that plans include clear learning intentions for all activities and that these are shared with any assistants working with the children. Some progress has been made as the play room is now split into separate learning areas such as role play, book corner and a table for activities such as puzzles or drawing, but the resources are not laid out each day with any particular learning intention in mind, except for those linked to the focused activity. Plans now show learning intentions and there is also a sheet which states each individual child's aims for the week. These are all available for assistants to see.

Lastly, the childminder was asked to increase the emphasis on all areas of mathematics, particularly during everyday routines and activities. She now encourages the children to count and think about simple problem solving during snack time, lunch time and when going out to play. They also take part in planned activities when they learn how to measure each other and make comparisons of size and shape.

### **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.

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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 that a record is kept of any behaviour management issues and include strategies which have been agreed with parents.

- make sure that all assistants are clear about their roles and responsibilities to ensure that children are always supervised and that they are able to fully benefit from the learning opportunities available.
- ensure that the register for children and the assistants includes accurate times of arrival and departure and that all records are kept up-to-date.

### **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 plan and organise the resources and learning environment to encourage the incidental learning which occurs when children are able to initiate their own play.

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](http://www.ofsted.gov.uk)