



Inspection report for early years provision

Unique Reference Number	143266
Inspection date	11 May 2006
Inspector	Kate Houghton
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 satisfactory.

the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

The childminder has been registered since 1996. She lives with her husband and 3 children of school age in a 3 bedroom terraced property in the Hilsea area of Portsmouth.

The whole of the ground floor of the childminder's house is used for childminding.

There is a fully enclosed and secure rear garden for outdoor play.

The childminder is registered to care for 5 children at anyone time and is currently minding 4 children on a part time basis. The family have pets, 1 dog and 1 rabbit.

The childminder is a member of the National Childminding Association. The childminder is an accredited member of the Portsmouth Childminding Network, although she does not have any children in receipt of funded nursery education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a balanced and healthy diet. The childminder provides a range of healthy and nutritious meals. Children learn about what foods are good for them. For example, healthy eating weeks are planned for and include activities to develop children's understanding of healthy eating. Children find pictures of food and sort them into food groups and make collages. They also participate in shopping trips where they are able to choose their favourite fruits for snack time meals. Children's health and growth needs are supported well, they enjoy regular exercise, using local parks, trips to indoor play areas and play in the garden, ensuring their physical skills are promoted in all areas. Children benefit from a healthy environment because the childminder follows effective hygiene procedures. Children are developing good self-care skills, increasing their independence as they wash their hands regularly as part of the daily routine. Children are protected from risks of infection and their health needs are supported by the vigilant procedures the childminder has in place. Information is shared with parents about health policies and procedures, ensuring children are fully supported. The childminder protects children and has systems in place to ensure any accidents are recorded and detailed to share with parents, keeping children safe.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a safe and secure environment. The childminder checks most areas regularly to ensure dangers to children are minimised, however current storage arrangements for knives and household cleaning fluids are insecure and as a result may impact on children's safety. Children are able to access an exciting range toys and resources freely, they are situated at low level, checked and cleaned regularly ensuring they are maintained well and safe for children to play with. The childminder explains to children about keeping safe when playing inside the home. Children know not to venture upstairs and also understand the rules of not going into the kitchen. Additionally children learn about emergency evacuation, they practice fire drills regularly and when out walking, they know to keep close to the childminder and understanding the importance of not talking to strangers. Children's welfare is promoted because the childminder has a clear understanding of child protection procedures, she knows what to do should she have any concerns and shares information with parents to inform them of her role and responsibilities, ensuring the needs of children are fully supported.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from a balanced range of free play and planned activities. Themes and topics are planned for and include age appropriate activities to promote children's learning and development in all areas. Children are secure and confident in their relationships with the childminder. They play happily together and enjoy a varied range of activities, promoting their development in all areas. For example, children enjoy snap, pairs and lotto games, they interact well with the childminder and benefit from purposeful play. Children enjoy messy play activities and experience different methods of painting. For example, they have fun with sponge painting to decorate frog masks and learn to use different mediums such as chalks to colour in drawings and pictures during art activities. Children learn about lifecycles, they observe tadpoles and enjoy exciting activities to help them develop an understanding of growth and their natural environment. Children are interested and keen to participate in all activities provided. They make choices about what they wish to do and benefit from the support and guidance of the childminder. Children have a sense of belonging. They are confident speakers and talk easily about what they are doing and what activities they like most. For example, children discuss and explain how they like stories and colouring activities best. Children are sociable and friendly, they self select and carry out activities with enthusiasm. They are beginning to count and recognise different shapes and colours. They are developing their hand writing skills and benefit from many opportunities to practise their use of pencil control. Children enjoy opportunities to look at books, they request their favourite stories and enjoy times for singing and action rhymes. Children benefit from warmth and nurturing care. The childminder knows children well and promotes an environment where they feel settled and relaxed. Children enjoy familiar routines and thrive under the reassurance and loving care they receive.

The quality of teaching and learning is satisfactory. The childminder has a suitable knowledge of the curriculum guidance to help children achieve well. Children are making suitable progress towards the early learning goals because the childminder has an appropriate understanding of the Foundation Stage of learning, helping children to achieve well. She monitors children's learning and development and has appropriate systems in place to identify each child's progress being made. Plans are detailed and the childminder records activities under each area of learning, she covers all aspects to promote children's learning. Children's achievements are clearly identified and plans indicate the next steps for learning. All activities are evaluated by the childminder ensuring children's individual needs are identified. Activities are adapted and structured to meet the needs of all children, enabling children of different abilities to participate fully.

Helping children make a positive contribution

The provision is good.

All children are welcomed and included. Their individual needs are clearly identified and information is obtained from parents to ensure children receive the best possible care. Children are provided with a good range of resources that promote positive images of differences. They learn about different abilities, lifestyles and cultures through activities, play and discussion. The childminder has a positive approach to caring for children with special needs and is keen

to support parents and work with other agencies to promote children's development. Children are well behaved and contented. They benefit from effective strategies in place to support behaviour management. For example, children learn to share and take turns. They say please and thank you and are polite in response to the expectations from the childminder. Parents are welcomed and provided with clear information about the service the childminder provides. Contracts are used to agree arrangements for care, key policies are provided for parents to read and consents are obtained to confirm procedures for care. Parents and children benefit from introductory visits. They get to know the childminder and her family and are actively encouraged to visit on several occasions to ensure they are familiar and at ease within their surroundings. Parents are provided with information and receive feedback on a regular basis. For example, written daily diaries are provided for each child attending and information clearly describes how children are progressing. Additionally, details are recorded to keep parents up to date and informed about their child's daily routine including a general overview about children's well being, behaviour, sleeps, mealtimes, activities and outings enjoyed.

Partnership with parents for children who receive nursery education is satisfactory. The childminder shares information with parents to enhance children's learning. Their progress is fully supported because parents contribute to their child's learning at home. Parents contribute to child records and make their own comments on children's learning. This fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

The childminder is experienced and qualified. She organises and plans her home and day to meet the needs of each child being cared for. Children enjoy good levels of supervision and move freely and confidently about the areas. Documentation is organised efficiently, easily accessible and maintained to ensure records are accurate and up to date. Information is stored securely and kept confidentially. Overall, the childminder meets the needs of the range of children for whom she provides. The management and organisation of the nursery education is satisfactory. The childminder liaises well with the co-ordinator from the accredited network to ensure her practice is monitored and reviewed effectively.

Improvements since the last inspection

At the last inspection the childminder was asked to improve the hygiene relating to pet care by making bowls inaccessible to children and ensuring children are not exposed to areas used for dog exercising. The childminder has systems in place to ensure bowls for pets are inaccessible to children. Pets are fed before children arrive and after they leave the childminder's home. Additionally safe arrangements are in place to exercise pets, the childminder has effective strategies in place, within the garden, an area for the dog is cordoned off, ensuring children are protected from any risks. The childminder was also asked to ensure the kitchen area is safe by removing hazards or restricting access. The childminder carries out risk assessments to most areas within her home and clearly explains to children areas they may and may not access. However, improvement for the current storage arrangements of household cleaning fluids and sharp knives are required to ensure children are fully protected from any possible danger. Additionally, the childminder was asked to update knowledge to clarify who to refer to and

when to refer to concerns of abuse or neglect. The childminder has clear procedures in place to support the needs of children. She is aware of who to contact for advice should she have any concerns and understands the importance of when to disclose any concerns to recognised agencies, ensuring children's welfare and protection.

Complaints 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. There are no complaints to report since last inspection.

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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 sharp knives and household cleaning fluids are made inaccessible.

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):

- when nursery education is provided monitor plans to ensure they are effective in practice.

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