



Inspection report for early years provision

<b>Unique Reference Number</b>	126646
<b>Inspection date</b>	23 May 2006
<b>Inspector</b>	Jenny Kane
<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 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 was registered in 2000. She lives with her partner, teenage children and baby in New Romney. All areas of the premises are used for childminding except for the children's bedrooms. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding four children aged between one and four years. School, pre-school, toddler group, shops and parks are nearby.

The childminder is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds. She holds the Certificate in Childminding Practice qualification in childcare.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in clean, warm and comfortable premises. The childminder maintains accident and medication records and has first aid resources ready to hand. She holds a current first aid certificate. Her policy of sick children not attending prevents the spread of infection. Children know about washing their hands after painting, using the toilet and before eating. They are independent when using the bathroom, ask for help when needed and are developing self-care skills. However, the smallest child cannot reach the basin. Children have their own individual towels, which helps to prevent cross infection. The childminder promotes the health of the children by maintaining good standards of hygiene and cleanliness.

Children bring packed lunches, which are stored suitably. They sit together at the table in the kitchen to eat meals. Drinks are readily available and children have their own individual cups. Older children can help themselves to a drink from a jug in the kitchen. Children take part in cooking activities on regular basis. They visit the shops to purchase ingredients and this helps them recognise foods that are good for them.

Children rest and sleep when they need to and the childminder discusses sleeping arrangements with the parent. Older children relax and sit quietly on the sofa in the living room. The childminder records sleep patterns, food intake and nappy changes in the contact book, which helps to keep the parents informed and ensures continuity of care.

There are good opportunities for children to engage in regular physical activities, which help to keep them healthy. Children move about confidently taking notice of where other children are. They use the garden in most weathers and go for walks in the local community. Where possible the childminder links outings to her planning of activities. For example, the road outside is undergoing building work. The diggers and trucks fascinate the children so they are looking at books and painting pictures on the subject.

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

The provision is good.

Children play in a secure and welcoming environment where they move about freely and safely. The childminder takes positive steps to ensure children's safety at all times and to minimise risks. She does not have a written risk assessment, but carries out a visual check daily. Children have access to the secure garden, but it was not in use during the inspection. They enjoy outings to the local park where they use the large play equipment.

Procedures are in place, to promote children's safety on outings. She shares vehicle information with parents and they give written permission for outings and for children to travel in her car. Children enjoy regular outings to local toddler groups, visit the library to borrow books and visit other childminders. During the holidays they go further away for trips for example the beach, the light railway and picnics.

A good range of toys and equipment is available for children's play, which is suitable for their age and stage of development. Children make choices for themselves and freely select what they play with from the toys that are stored in boxes around the play areas. The toys are well organised and clearly labelled which helps with self-selection and independence.

Children are safe in the care of the childminder. She has a good awareness and understanding of child protection issues and has clear written procedures in place, which she shares with the parents. She intends to access update training to increase her knowledge of procedures.

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

The provision is outstanding.

Children are happy, relaxed and make themselves at home. They enjoy a very good range of interesting and challenging activities, which fully support their developing needs. Children are interested and take part readily because the childminder puts a good deal of thought and planning into the organisation of activities. The daily routine is clear, flexible and planned around the ages of the children attending and according to their capabilities.

The childminder builds warm and positive relationships with the children, which ensures they feel safe and secure in her care. She has a good rapport with the children, gives help and reassurance when needed and joins in with play. Children benefit from meeting and socialising with other children of a similar age during visits to toddler groups and childminder drop-in sessions.

Children relate well to each other and show an awareness of others needs. They enjoy each other's company and work together learning important social skills, such as sharing and turn taking. For example, both children want to play with the set of small dolls, so they share them out. They laugh and talk during activities and play very well together.

Younger children under three years of age receive very good individual support when learning new skills and are encouraged to join in fully with activities. They have good interaction with the childminder who is responsive to their needs and this supports their emotional wellbeing.

The childminder has a very good knowledge of child development and clear understanding of how children learn through play. She has recently attended training in the Birth to three matters framework and has introduced this into the planning of daily activities. This ensures that she continues to meet the developmental needs of younger children. As a result, activities are stimulating, interesting and provide suitable challenges for all ages of children.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress across all areas of learning and achieve well because the childminder uses her sound knowledge of the curriculum guidance to provide good quality education. The planning is clear and concise. It shows learning objectives, identifies how activities meet children's needs and how activities can be extended.

Children's progress is monitored and assessed against the stepping stones and the childminder is able to plan the appropriate next steps in their learning. She plans well and works towards producing activities and experiences that meet children's individual needs.

Although these planned activities are primarily for the children receiving the nursery education funding, children aged under three years of age benefit greatly from joining in these activities. This ensures all children are included and that they learn new skills.

Children are developing good relationships with adults and peers. They are motivated and keen to learn and discover new things. They learn to work together by sharing toys and equipment and by taking turns. Children demonstrate good levels of independence for example, whilst using the toilet, selecting playing materials and helping to clear up after activities. They develop an interest in the world about them and meet other adults and children during outings in their community.

Children's language is developing well. They speak confidently, talking about themselves and things that happen at home. The childminder encourages reading and looking at books. Children borrow books from the library and this enhances their love of books. She uses books to link with the daily activity. Labelling of toys in the boxes helps children's language and literacy.

Children incorporate counting during their play. They describe number, shape and size when playing with the dice and small dolls. Children have good access to puzzles, counting and matching games and talk about the size of the trucks outside the house.

Children enjoy experimenting with texture during painting activities. They make patterns using rollers and black paint and describe this as "dirty like the mud" and that the result "looks like a digger track". Children use their imagination during role-play activities they enjoy dressing up and action songs.

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

The provision is good.

The childminder treats children with respect and as individuals with their own particular needs and preferences. This ensures children feel secure and attached and have good self-esteem. The childminder regularly discusses the children's individual needs with parents, to ensure she meets any specific requirements. Children benefit from routines, which are consistent with their experiences at home.

The childminder has a policy of inclusion. Although she does not currently care for children with a special need or disability, she has a good awareness and is confident, in her ability to provide care for children with a range of abilities. The premises are user-friendly with good facilities and access.

Children have access to a good range of play materials, which reflect diversity and positive images. They make choices about what they play with and have access to all the toys. Children learn about different lifestyles and cultures and gain an understanding of the wider world through discussion and activities. They look at nature in the garden and on outings. Children

investigate how things work. For example, the torch does not work and the childminder explains that it needs new batteries to make the light shine. The childminder fosters children's spiritual, moral, social and cultural development.

Appropriate behaviour management strategies according to the age and stage of development work well in practice. The childminder deals with incidents in a calm and consistent way. Children benefit from clear boundaries and the childminder frequently explaining what they are going to do next. She encourages children to negotiate and share with each other. Consequently, their behaviour is good

Partnership with parents is good. The childminder has established positive relationships with the parents. She shares information about the children's care and education, listening to and respecting parent's views and wishes. Parents share relevant information about their children and are fully involved in their care. The use of contact books, which hold useful and thorough information, helps to monitor children's care and development and ensures parents have a permanent written record of their children's progress and achievements. Children benefit from this two-way sharing of information, which ensures the childminder and the parents work closely to meet the needs of individual children.

Information about the Foundation Stage curriculum and the six areas of learning is readily available and well received by parents. Parents regularly look at the planning folder and follow their children's progress. The childminder is keen to share her knowledge and this ensures that parents are fully involved in their children's education and learning.

All parents receive good quality, well-produced information about the provision's care and education. Written policies and procedures are of a good standard and clearly state and reflect the service offered.

## **Organisation**

The organisation is good.

Children benefit from being cared for in a well-organised environment where the childminder organises her time effectively. She has activities prepared and is ready for children when they arrive. The childminder cares for a mixture of ages but manages the routine well so that children receive plenty of attention while they are in her care. A good selection of activities indoors, in the garden and regular outings helps the childminder meet the developing needs of all the children.

Children's records are well organised, secure, shared with parents and are readily available. However, she needs to improve the registration system, to show when visitors are present. The childminder is friendly and approachable and her professional approach helps children feel secure and provides children with continuity and stability.

Leadership and management are good. The childminder is committed to providing good quality care and education for all children. She does this by planning, monitoring and evaluating the activities she provides to ensure they are suitable for all ages and capabilities. The childminder has a good commitment to her own development and continues to improve her practice through

attending the local network childminding group. Good support from the coordinator and discussing issues with other accredited childminders is beneficial to the children. The childminder is enthusiastic and open to new ideas and ways of working. She is able to identify her strengths and areas for improvement. The childminder meets the needs of the range of children for whom she provides.

### **Improvements since the last inspection**

Since the last inspection the childminder has linked up with other local childminders to provide emergency cover. She has undertaken training and now holds a qualification in childcare.

### **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):

- undertake a written risk assessment of all areas used to identify potential hazards to children
- ensure the record of visitors is maintained

#### **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 knowledge of the Foundation Stage and curriculum planning to ensure all aspects of the six areas of learning extend challenge and progression

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)