



Inspection report for early years provision

Unique Reference Number	221435
Inspection date	16 June 2006
Inspector	Susan Marriott
Type of inspection	Childcare
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

On the basis of the evidence collected on this inspection:

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

WHAT SORT OF SETTING IS IT?

The childminder was registered in 1992. She lives with her husband in the Gleneagles area of Wellingborough. She is registered to care for six children under eight years and is currently caring for two children on a flexible basis. Local amenities including shops and a park are within walking distance. The whole house is accessible to children, though minding takes place mainly in the kitchen/diner and lounge downstairs with the bathroom facilities upstairs. There is a fully enclosed garden for outside play.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in an immaculately clean, warm and welcoming home where they learn the importance of high levels of hygiene and personal care. Exemplary practices are strongly

encouraged. The childminder helps children to gain an excellent understanding of hygiene and a real desire to become increasingly independent in their personal care. The childminder provides exceptional support to parents when their child is toilet training. Children's clear understanding of why they must wash their hands after using the toilet and before handling food substantially reduces the risk of cross contamination. The childminder works to verbal but detailed, purposeful policies and procedures which she has devised in relation to health, hygiene, medication and illness. Extremely sound procedures are in place for children who are unwell to safeguard the good health of the other children who attend the provision. The childminder rigorously maintains an accident book in accordance with requirements and monitors any rare accidental injuries with due care and diligence. Children receive appropriate first aid because the childminder holds and regularly updates a suitable first aid qualification. She updates her own knowledge of relevant medical conditions to ensure that she gives the best possible support to children and their families. The childminder has clear procedures for the use of disposable gloves when dealing with bodily fluids to prevent the spread of infection.

Children are positively encouraged to learn how to keep themselves healthy. For example, as the childminder comments that some food needs to be covered to keep the flies away, a child announces that 'flies are not friends because they carry lots of germs'. Parents choose to provide packed meals but the childminder works exceptionally hard to promote healthy eating through regular snacks during the day. For example, the childminder successfully encourages a child to try a sliced fresh pear with some raisins, by presenting it in the same way as she presents apple, initially without comment. Once the child had tasted the pear and decided that it was nice, the childminder explained what she had done and why, showing the child a whole pear. The children always sit at their small table to eat, learn good manners and social rules, and respond to one another with outstanding courtesy and care. Children are positively encouraged to drink water which is freely and constantly available in a covered jug or bottle and genuinely understand the need to replenish their fluid levels in order to stay healthy. Children enjoy physical activity specifically according to their individual needs and capabilities. They visit the park to use the swings and slides and regularly attend a mother and toddler club which presents further opportunities to ride and pedal, climb and balance.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are extremely well protected from harm and neglect because they are cared for by an outstandingly committed childminder who is suitably vetted and has highly relevant and substantial experience, knowledge and skills. Children are really well cared for in an exceptionally welcoming, safe and secure home environment. The childminder uses the available space in her home to provide a domestic environment which serves their particular needs. Children can access equipment, toys and resources independently and safely.

Children are able to move around and play safely, freely and independently because the childminder has identified and minimised all risks, expertly balancing freedom for the children and setting safe limits. Children actively learn to keep themselves safe because the childminder has clear rules and routines in order to maintain their safety inside and outside the home. For example, the childminder reminds the children to hold the handrail as they come down the

stairs and explains the reason why this is necessary. The childminder safeguards children's welfare and has all of the required policies and documents in place. The childminder carries comprehensive contact details on her person at all times. Excellent practices actively contribute to the safety of children such as, thorough informal risk assessments, extensive and detailed emergency evacuation procedures and frequently practised fire drills. Children are very safe with the childminder, who has a robust knowledge and understanding of child protection in line with the Local Safeguarding Children Board procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thrive here and settle quickly in the friendly, relaxed family atmosphere where the childminder actively promotes lots of laughter and jollity. For example, during play the childminder and a child fondly tease one another with responses such as 'you're a pickle' and 'you're a cheeky monkey'. The childminder engages in play at the child's level, sitting on the floor, making pretend tea and promoting chatter on the toy mobile phone. Children are fully involved and eagerly participate in determining how they will spend their time. The childminder makes suggestions and leaves the children to choose from the options available. The children eagerly relish their chosen play activities and demonstrate excellent concentration and perseverance in this child-led environment where they make positive relationships. Children relate exceptionally well to each other and show mature respect, patience and tolerance towards others. For example, children share their toys spontaneously. They take turns and show developing concentration and personal pride in their activity.

Children develop highly relevant social skills in this gently nurturing environment. For example, the children chat away and work together in a most positive manner considering the wide age variation. An older child spontaneously helps a baby to reach a desired toy without being prompted to do so. Trusting and secure relationships develop between the children and the childminder who manages the children very well, whilst allowing them the chance to express their needs. The children ask questions and the childminder skilfully progresses children's learning and development through her responses. For example, the childminder is constantly asking gentle questions, such as 'what colour is it?', and helping the child with first phonic sounds. At one point, the childminder bursts into the song 'Never smile at a crocodile', to illustrate the sound 'c', and there is a delightful interchange about 'chewing cumpers', instead of cucumbers! She helps the child to choose appropriate letter stickers to spell out a name and rewards the child's achievement with another sticker saying 'I did it!' The childminder explains that when the teacher sees the sticker on the child's jumper, she will probably ask why it was there, enabling the child to relate the success. Children begin to distinguish between right and wrong as they play together because the childminder reminds them to treat each other with politeness and courtesy. The childminder is highly attentive to the needs of the children and ensures they have a balanced programme of activities throughout the day.

The childminder has an exceptionally competent understanding of child development rooted in expert knowledge of child development gained from years of childminding experience and her own maternal experience. This supports the provision of flexible, high quality care expertly tailored to each individual child's needs. High quality interaction provides excellent support

for children's communication skills as the childminder introduces new language when supporting various activities. Children develop their mathematical skills with the childminder as she makes full use of play activities to count, sort and match. For example, the childminder encourages a child to count the carrots in the wheelbarrow, depicted in a colouring book. The childminder skilfully encourages children to make very rapid progress in their development. She has a clear understanding of their abilities and uses this knowledge to set further challenges in order to promote children's continued progress.

Helping children make a positive contribution

The provision is outstanding.

Children with individual needs receive outstanding support as the childminder dedicates herself to their care. Children join in, take responsibility and play a productive part in the setting because the childminder does not compromise her high standards and expectations of conduct and behaviour. Children learn to make choices, take decisions and develop a marked respect for their childminder and each other. For example, during the inspection, the childminder presents a noticeably positive role model for courtesy and mutual respect at all times. The childminder always asks for the child's permission before entering personal space to perform a task such as brushing the hair out of the child's eyes or wiping a child's mouth. A child models adult behaviour, demonstrating huge respect as the doll has its nappy changed.

An older child is encouraged to play harmoniously with the baby, helping to ensure that the baby has favourite rattles and teethingers to hold and shake. Children's awareness of diversity and their understanding of others is increased because the childminder provides a suitable range of resources and activities to promote a positive view of the wider world. For example, the childminder has adapted a rag doll to model a child's current medical treatment. Children learn about their local community as they travel to and from school, visit the shops and local parks.

Children behave exceptionally well in response to the clear boundaries set by the childminder. She keeps the children busy with purposeful and stimulating activities and uses effective distraction techniques to manage any tantrums or challenging behaviour. For example, a child is persuaded to visit the bathroom and is rewarded with lots of praise and encouragement. The childminder relies upon verbal daily discussion about the service provided to share information about their child's activities. Parents receive fantastic support from the childminder who is proactive in seeking any information which may help with the care of the children. The childminder has devised a complaints record in line with new requirements and meets the needs of the children through the daily routine as discussed with their parents.

Organisation

The organisation is outstanding.

The childminder strives for the best possible standards in practical childcare. She adopts a highly committed and conscientious approach to every aspect of her childminding. She is constantly seeking ways to improve her skills and is happy to incorporate any suggestions which might further enhance her provision for children and their parents. For example, she uses the

internet to find out as much as she can about matters relevant to the children in her care. The childminder uses her maternal experience and her effective organisation to promote highly positive outcomes for children. Children feel very much at home and are comfortable in the well-organised, suitably prepared and inviting family environment. The childminder enriches children's care, learning and play through her constant enthusiasm, interaction and inventiveness. Children confidently choose activities and participate with eager relish. Children extend their own play and learning in a natural and imaginative way, strongly encouraged by the childminder's expert practice. Her clear use of verbal and written procedures and routines which cover all aspects of the national standards effectively supports children's welfare, care and learning and underpins her professional practice. All written parental permissions are in place and documentation is reviewed periodically and changes implemented where appropriate to comply with current guidance. The childminder gives utmost priority to meeting the particular needs of the children in her care and the provision meets the needs of all the children who attend.

Improvements since the last inspection

At the previous inspection of childcare, one recommendation was made. The childminder was asked to increase resources and activities which actively promote equality of opportunity and anti-discriminatory practice. In the circumstances at the time the recommendation was made, the childminder considered the matter to take low priority. However, she has since been proactive, making Diwali lanterns with the children in her care, and expanding her resources to include ethnic dolls and books which reflect different cultures. This inspection has confirmed that the childminder is constantly evaluating and striving to attain the highest possible standards of childcare practice.

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

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

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