



Inspection report for early years provision

Unique Reference Number	125509
Inspection date	26 September 2006
Inspector	Lesley Anne Cannon
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 lives in a village on the outskirts of Maidstone and shares her home with her husband and older daughters. She has been minding for many years and holds an NVQ 3 and is an accredited childminder receiving Government funding. The ground floor of the premises is available to minded children. There is an enclosed garden with equipment for the children. Local amenities are within walking distance such as parent and toddler groups. The childminder can collect from local schools and pre-schools.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are offered a wide selection of nutritious meals and healthy snacks. They also benefit from discussion about what they eat and the preparation of some meals. This is an effective way of encouraging children to choose healthy eating options. The childminder works closely with parents of children who have individual dietary requirements this helps maintain a balanced diet. Children can help themselves to drinks and younger children are offered water regularly, promoting independence.

The children learn about hygiene practices through effective daily routines, such as hand washing prior to eating. Children are able to access toilet and hand washing facilities themselves, encouraging them to be self sufficient. The childminder has clear details for the exclusion of children who are sick or ill, preventing them from cross infection. This is shared with parents through the childminders service statement and helps maintain the welfare of the children in her care.

Children are provided with a wide range of activities to promote their physical wellbeing, both inside and outside the home. They have daily exercise in the garden where a slide and bikes are available and regular walks to and from school. They also have planned activities that involve using local amenities to extend their physical skills and develop their confidence when in different settings.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and secure environment. The space is used effectively and hazards have been addressed enabling the children to move around freely. The childminder makes the appropriate resources available for the children attending, helping to maintain the children's safety. They can also select resources with supervision providing children with a choice of activities.

The childminder has a good understanding of safety both inside and outside of the home. For example resources are checked regularly and damaged or broken items are removed and daily visual checks of the premises are carried out to prevent injury to the children.

There are systems in place to maintain the children's safety when going out, using reins and buggies when needed. Children are encouraged to understand road safety as part of themed activities they participate in. The childminder also talks to the children about how to look after themselves when they are out. This helps children to explore and investigate their surroundings safely.

The childminder has a good understanding of child protection procedures and the need to safeguard children in her care. Parents are informed of her responsibility to child protection through the service statement.

Helping children achieve well and enjoy what they do

The provision is good.

Children have close relationships with the childminder and other children who attend, helping them to feel settled and confident, enabling them to be independent and investigate the activities available. The childminder is sensitive to the children's needs, obtaining information from parents enabling her to provide flexible activities and resources to meet their needs. Children are supported as they experiment with new activities developing the attention span, for example a young child who was learning to use scissors. The childminder carries out observations of the children and relates these to Birth to three matters, enabling the childminder to plot their progress and to provide resources that provide children with challenge.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. The childminder has developed a clear understanding of the Foundation Stage and plans the activities based on her observations of what the children know and can do. Regular observation enables the childminder to identify and challenge children appropriately.

The children develop good friendships and are confident at communicating. They learn to negotiate as they play together and share tasks, for example when tidying up the children are happy to do this together, both helping to fill one container. They are encouraged to use their manners and ask politely for items they want. They are encouraged to share experiences and to have a valued input in all activities, i.e. at story time children selected a book each and the childminder read them both, they joined in enthusiastically and predicted what would happen next. The childminder extends their thinking by asking open ended and age appropriate questions. Children can explore shape and measurement in a meaningful way as they help prepare a meal they discuss how big the peppers were and when it was cut they have half each to prepare. During this time they also recognise letters linked to the vegetable and the colour of the food they were preparing.

Children are confident when using numbers and count confidently to 10. They experiment as they play, giving them opportunity to support skills they have been practicing, for example counting how many people at the table and how many pizzas they had made, and working out how many more they would need for everybody to have one. They are confident when using pencils and have control when manipulating objects such as a knife and fork or when using fine motor skills to thread buttons. Children's imagination is developed through creative activities where they can develop their imaginative skills. They are able to use all their senses to explore and investigate different types of materials, feeling textures and shapes as they create. Children gain an understanding of their local community through local outings and topics; however this is not extended to include diversity in society.

The childminder has a good understanding of the children's characters and uses this knowledge to provide suitable care and activities for each child. The childminder shares the children's developmental progress with the parents giving them a clear understanding of how their child is progressing.

Helping children make a positive contribution

The provision is good.

The childminder has a positive attitude towards equal opportunities but currently access to resources does not reflect this so children lack opportunity in this area. However children are treated as individuals and are encouraged to learn about themselves and others around them through play and conversation.

Children's behaviour is managed in a positive and caring manner where they benefit from lots of praise and encouragement where clear and consistent boundaries are maintained. The children are happy together and relate well when sharing and taking turns. The childminder applies strategies through play helping children to take responsibility for their behaviour, helping them to develop their social skills when sharing activities together. Children spiritual, moral, social and cultural development is fostered. Currently there are no children attending who have learning difficulties or disabilities. The childminder has past experience of care in this area and is forward thinking in how she can assist children and their parents.

Partnership with parents is good. The childminder is well organised, gathering relevant information about children in her care prior to them starting. Information is shared with parents on a daily basis helping to maintain daily routines and providing continuity of care for the children. Parents are provided with a regular newsletter that informs them about the terms themes and area where they can be involved in their children's learning. The childminder monitors children's progress and provides parents with a regular up date of their progress. This exchange of information with parents helps contribute to the children's wellbeing.

Organisation

The organisation is good.

The childminder holds a NVQ3 and is active in keeping her child care practice up to date, this is reflected in her care and organisation of activities provided for the children in her care. The leadership and management is good. The childminder is accredited and she receives regular support from the Network co-ordinator. The childminder plans activities encompass children's learning potential in line with the framework of the Foundation Stage and Birth to three matters. She organises her time well, planning themes through the year such as transport and all about me. She arranges the day depending on the age of children attending and provides activities with differentiation to suit the abilities of the children.

The childminder has a service statement that reflects how care is provided for the children which is shared with parents to help provide consistency for the children. All documents and records are kept securely and

confidentiality is maintained. This helps maintain continuity of care for the children.

The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

N/A

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 children can access resources that reflect those in society

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):

- extend children awareness of other cultures and their understanding of the world

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