



## Inspection report for early years provision

<b>Unique Reference Number</b>	156688
<b>Inspection date</b>	18 September 2006
<b>Inspector</b>	Tracy Larnach
<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 husband and three children aged 17, 15 and nine in Herne Bay, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding eight children on a part time basis.

The childminder walks to the local schools to take and collect the children. She regularly attends local carer and toddler groups.

The family have one guinea pig and three hamsters.

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 is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean home where the toys and equipment are clean. There is effective hygiene and personal care in place to reduce cross infection; for example, the childminder uses gloves for changing children and antibacterial spray to sanitise the changing mat. Children learn about good hygiene through the daily routine. They automatically wash their hands after using the toilet and before they eat lunch. There is individual bed linen, liquid soap and paper towels so that children do not share to help prevent the spread of infection. A sick child policy, current first aid training and accident and medicine records are all in place to help the childminder act in the best interest of children if they have an accident or become ill.

The childminder provides the food, although parents may provide a packed lunch if they wish. Healthy meals are provided; as a result, children are well nourished. A sample menu is available so that parents are aware of the range of meals provided. Children are offered regular snacks to ensure they do not become hungry between meals. Children are provided plenty of drinks throughout the day to keep them hydrated. They are beginning to become aware of making healthy choices as the childminder talks to them about food that is good for them during their play. However, she does not talk about why they wash their hands or why they need a drink when they have been playing outside to further promote this awareness.

Physical play is a regular part of the daily routine. Children clearly enjoy playing in the garden and are happy outside. A range of garden toys are available; such as, ride on toys, a swing, a slide and ball games. Children develop control of their bodies as they push the lawn mower, play crazy golf and jump off the step. They show a sense of space; for example, as they run away from the childminder, playing a game of chase screaming with excitement and delight as they hide under the trampoline. Children's individual schedules are respected by the childminder, consequently children are able to sleep when they wish which contributes to their physical well being.

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

The provision is good.

The childminder has undertaken a detailed risk assessment at her property. Written procedures are in place to ensure children are safe and secure; for example, only school age children may use the large trampoline, they have to stand on the middle logo and are not allowed to do extreme moves. Toys are safe, clean and well maintained, enabling children to play safely. Children are learning about safety as the childminder talks to them about keeping safe; for example, she reminds them that scissors are dangerous if not used appropriately and to put the chair on four legs as that is the safest position.

The childminder safeguards and promotes the children's welfare. There are effective procedures for the safe arrival and collection of children. There are written non collection and lost children procedures to ensure this type of emergency is responded to quickly and efficiently. The childminder knows the current recommendations for sleeping babies, so they are put down to sleep appropriately. She has a sound knowledge of child protection and knows what to do what to do if any allegations are made against anyone living on the premises. She has on file 'What to do if you are worried a child is being abused,' and keeps a record of existing injuries to show any patterns which may lead to concerns. This means that any child protection issue will be reported without delay and children are protected.

There is an evacuation plan, smoke alarms and fire blanket to contribute to children's safety in a fire. The childminder talks to the older children about evacuation and has begun to practice fire drills regularly. These are documented so she can monitor times and who is present to ensure all children become familiar with the procedure. The childminder has parents' permissions for transporting children in a vehicle or to take them on outings. Children are kept safe on outings as the childminder has appropriate safety equipment and safe procedures are in place; for example, all children's emergency information and numbers are taken on outings.

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

The provision is good.

Children are very happy and content in the childminder's care. There is a variety of toys and equipment for them to play with. However, at times the children have to ask the childminder to fetch toys, which does not promote their independence. The childminder is aware of this and is developing a book of photographs of all available resources to promote children's independent selection. Mathematical thinking is promoted as the children play; for example, the childminder reads to the children discussing how many animals are under the flaps in the book. The childminder asks lots of open ended questions to make children think and help to develop their language skills. Children are able to be creative with different media and the childminder keeps a scrap book for each child with examples of their art work. Children enjoy music and they sing along to familiar songs. Children's imagination is fostered with plenty of opportunities for role play; for example, they pretend to cut the grass with the lawn mower or become ice cream sellers in the play house. The childminder understands the differences in the ages and stages of development. She is aware of Birth to three matters framework and has purchased resource books to assist her in planning for the younger children. In addition, she has enrolled on a course to ensure she is promoting positive outcomes for the younger children. The school age children enjoy crafts and playing games in the garden. The childminder explained that they often make a plan for the day before they arrive which she supports, allowing them to decide what they wish to do after their day at school.

Nursery Education.

Teaching and learning is good.

The childminder has had training and regular support from the National Childminding Association in delivering the educational programme. She has a good knowledge of the early learning goals and children are making good progress. She plans using carefully chosen themes often based

on children's interests; for example, learning about wind farms arose from the construction of a local wind farm. Medium plans show ideas for each of the six areas of learning. Weekly plans include the focused activity and are completed for each child to ensure they meet their individual needs. Plans are evaluated after the activity along with the next steps. As the childminder knows the children well she is able to adapt all activities to meet their individual needs. However, although she has informal discussions with the parents about what their children can do, there is no evaluation of the children's starting points. This means records do not show the children's progress from their starting points. As a result, it is difficult for the childminder to evaluate the effectiveness of the education programme.

Children are very confident and have good self-esteem. They interact well together and are excited and motivated to learn. They communicate well and speak clearly to each other. Children are learning about linking sounds to letters as they sing with the childminder and talk about sounds as they play. There is lots of laughter as they joke with each other and they are developing a good sense of humour. The childminder reads to the children so they learn that print carries meaning and develop an enjoyment of books. They write for a purpose as they are able to make lists and menus as they role play. However, less emphasis is put on mark making on their work so they can practise writing their names. The children are learning about mathematical concepts through activities and the routine of the day. For example, the childminder talked about half as the children were folding paper plates to paint; she explained that one more piece of toast is in the toaster, as they asked if they could have two pieces on their plates. Children enjoy counting and the childminder encourages an understanding of one to one correspondence, by having them point to objects as they count.

Children look closely at differences; for example, they looked carefully at the texture of a real crab shell found on the beach. They enjoy making and designing and are able to build with a range of objects. The childminder has programmable toys to support learning; for example, remote control toys and interactive books. Children are very curious and ask questions to gain knowledge. Some toys, such as a wooden Egyptian pyramid with a sphinx and pharaoh, capture their interest and prompt many questions. The children notice the rainbows on the ceiling made by the sun shining through crystals on the window sill and follow them with wonder as they travel around the room. They gain a sense of time as they are familiar with the routine and know what comes next. They talk about past events, such as how they like going to the café and what they usually eat. Children find out about environment as they visit local places of interest in the community. They have opportunities to become creative as they explore different media; for example, they were excited as they made sea creatures with a variety of materials. Children enjoy music and talk about traditional music from other countries. They have many opportunities to develop their imagination through role play both inside and out. They communicate their ideas as they play; for example, they took turns to play 'fishing' talking to each other about catching a fish and eating it for tea.

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

The provision is good.

Children enjoy the childminder's company and readily approach her to play. There is a settling in procedure that includes short visits over a period of time, consequently the children settle

well. The childminder has set boundaries that the children understand. Positive behaviour is encouraged through lots of praise which promotes the children's self esteem. If children exhibit inappropriate behaviour the childminder may sit them away from the situation while she talks to them about their actions. As a result, the children behave well. There is a behaviour policy that is shared with parents to promote consistency. Children learn to take turns, play co-operatively and share; for example, they say, 'it's your turn now,' as they play. Children have access to resources that reflect positive images of different cultures to help them develop a knowledge and understanding of the world; for example, different ethnic dolls, figures with the small world toys, music and books. The childminder talks to the children about celebrations in other cultures and foods from other countries. Children are taught to have positive images of differences as the childminder is a positive role model. The children's record forms detail religion and any special requirements to enable the childminder to cater for their individual needs. The childminder has some experience of caring for children with additional needs and children with English as an additional language. She had a good understanding of how to adapt activities if necessary to meet all children's needs. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good.

The childminder has established warm relationships with the parents. She shares information both verbally and in the daily contact book to promote continuity of care. Parents are involved in their children's education as the childminder shares plans, their progress and asks what their interests are. She keeps a record of photographs and children's work to share with parents. There is a range of policies to inform parents of her service and parents' written permission has been sought for outings, transporting children in a vehicle and to seek emergency medical advice or treatment. There is a complaints policy and log available for the parents' review; however, the childminder has had no complaints to date.

## **Organisation**

The organisation is satisfactory.

The childminder meets the needs of the range of children for whom she provides. She uses her space well so that children can move freely and safely. Children feel at home in the childminder's care and are confident to play. The daily routine is organised to include quiet times, active times, meal times, snacks and outings. All the required documentation for the safe and effective management of the setting and for the welfare and care of children is maintained and stored securely. The attendance register shows that the childminder complies with conditions of numbers; however, this is generally filled in at the end of each day rather than when the children arrive. The certificate of registration is displayed. The childminder has produced a service statement and a range of policies that she shares with parents. She has her last Ofsted report, certificates and thank you cards in a file for parents to view. All adults living on the premises, including the childminder, have current checks so that they are suitable to be around children. The childminder records visitors to the property and has all paperwork organised including public liability insurance.

Leadership and management is good.

The childminder has systems in place to review the nursery education offered; for example, she reviews her planning to ensure there is equal regard to the six areas of learning. In addition, she has assessed how the areas of learning are promoted in her garden, kitchen, dining area and living room. She ensures she keeps up to date with changes in legislation and early childhood education by researching information on the internet and requesting professional help as needed. However, she is still to develop a way to evaluate the children's starting points to help her evaluate the effectiveness of the education programme. She has a clear view of her strengths and ways in which she can develop any weaknesses. The childminder is committed to professional development and attends courses as they become available.

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

At the last inspection, the childminder was asked to develop a knowledge and understanding of the Code of Practice for the Identification and Assessment of Special Educational Needs and to develop records to include details of overnight care.

Since the last inspection, the childminder has attended training on the Code of Practice for the Identification and Assessment of Special Educational Needs. She keeps this document available for reference and is aware of what to do should she need to put it into practice. This means that all children, regardless of their needs, will be supported appropriately. The childminder has developed a policy pertaining to overnight care. If overnight care is provided she ensures appropriate information is recorded and records are kept for the children's comfort and welfare.

### **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.

## **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 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):

- continue to develop the children's understanding of what contributes to keeping healthy

- ensure the daily attendance record is up to date at all times.

### **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):

- arrange toys and equipment so there is more opportunity for self selection (this applies to care too)
- develop a system to establish children's starting points to help evaluate the impact of the educational programme.

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)