



Inspection report for early years provision

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| Unique Reference Number | 120548 |
| Inspection date | 12 March 2007 |
| Inspector | Maureen Croxford |

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| 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 registered since 1994 and there are currently 15 children from three to 12 years on roll. This includes five funded three-year-olds. Children attend for a variety of sessions. The provision has procedures in place to care for children with learning difficulties, physical disabilities, and who speak English as an additional language.

The childminder lives with her husband and school age children in a single story cottage, in the village of Jacobs Well, near Guildford, Surrey. Children have access to the whole of the house, but mainly use the playroom and kitchen during minding. There is a fully enclosed garden available for outside play. The family has a dog and a cat as pets.

The childminder is an accredited member of an approved childminding network and receives support from a mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a very clean and welcoming environment, which helps to ensure their well being and comfort. The childminder promotes the good health of children and takes positive steps to prevent the spread of infection. Children learn the importance of high levels of hygiene and personal care. The childminder ensures that children wash their hands before eating, and after petting animals and using the toilet. Evidence suggests that clear procedures for hygienic nappy changing are in place, which helps to protect children from the spread of infection.

The childminder works to clear policies and procedures, which she has put in place with regard to health, hygiene, medication and illness. This includes appropriate arrangements to protect children from infection and to ensure that pets do not pose a health risk. Accident and medication records are well maintained and health and safety procedures are shared with parents to promote all children's well being. Children receive appropriate emergency care because the childminder holds a suitable first aid qualification.

Children are developing a good understanding of healthy eating, for example, during impromptu discussions while eating lunch and planned activities such as cooking. The childminder records children's health and dietary needs effectively. Children are provided with appropriate drinks and snacks, such as fruit and water, as agreed with parents. They sit together at meal times where they respond to one another with courtesy and good manners. They understand the need to replenish their fluid levels in order to stay healthy, such as having a drink after physical exertion.

Children benefit from a wide range of activities, which helps to promote their health and physical development. They move around the provision safely and enjoy music and movement activities. They are taken on outings to the local park and petting farm. During the inspection the children tell the inspector about their visit to Bocketts Farm where they are able to bounce on a 'big' trampoline.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The childminder organises the space within her home very well to provide a varied environment in which children are able to play safely. They are familiar with their surroundings and move around the home confidently. They enjoy playing together in the playroom and develop imaginary games. A comfortable environment enables all children to relax, read stories or rest on the sofa. Outside, children are able to play safely in the fully enclosed garden.

Resources are well organised which enables children of all ages to access toys and equipment independently. The childminder is involved in their activities, providing good supervision and offers gentle reminders of how to play safely. This encourages children to take responsibility for their own safety and use equipment with care. The childminder provides an extensive range

of toys and equipment. This includes toys and games for all age groups and highchairs, buggies, cots and stair gates.

The childminder takes positive steps to promote safety within her home and on outings. She carries out simple risk assessment such as checking the condition of equipment regularly to prevent accidents. The childminder supervises children at all times and spends her time working with them. Children are protected as the childminder demonstrates a sound understanding of safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Children thrive and settle quickly in this friendly, relaxed family atmosphere where the childminder carefully prepares her home in readiness for them. They arrive confidently and make themselves at home, demonstrating a real sense of belonging. The childminder is highly attentive to the needs of the children and ensures that they have a balanced programme of activities.

The childminder has some written plans in place, but keeps this flexible and allows children to initiate their own activities. Children are supported in developing high levels of independence. They take an active part in their own play and learning, for example choosing from a wide range of toys and books, which are of interest to them. The childminder has a wide range of games and resources for older children including board games and books. Individual assessments of all children ensure that their developmental needs are identified.

The childminder effectively supports their activities. At other times, she monitors the children's play from a distance and allows it to develop. She introduces props to extend their independent role-play. Young children develop an understanding of number and colour. They count with confidence and talk about the different colours of dough and are encouraged to share. The childminder takes time to listen to the children and ask open ended questions that make children think, for example, when talking about a child's skiing holiday. She is interested in what they have to say and offers praise and encouragement, which helps to build their self-esteem.

Nursery Education

The quality of teaching and learning is good. The childminder has a secure knowledge of the Foundation Stage guidance and a good understanding of how children learn. Regular observations are made which record children's individual development. The children's assessment records track their progress appropriately. The childminder extends activities spontaneously. Some planning for the Foundation Stage is documented. However, planning it does not clearly show the intended learning outcomes and the children's next stage of learning. A wide range of equipment effectively supports children's learning and is presented attractively in accessible, low- level units.

Children relate well to each other and respect different opinions and views. They show care and concern and know how to play together cooperatively sharing and taking turns. They are encouraged to be polite and considerate to others, for example, not talking while others are

talking. Children are interested in their activities and show good levels of perseverance and concentration. Most activities are easily accessible to children, which enables them to make choices about their play.

Children handle books confidently and demonstrate awareness that print carries meaning and they follow the print with their fingers. They practise some early reading and writing skills. They have good access to a range of books and listen avidly to stories read by the childminder, who extends their vocabulary, which results in children exploring the meaning and sound of words.

Children are very confident when counting during everyday activities or daily routines. The childminder helps children to solve problems and make comparisons. Children receive opportunities for measuring and weighing through activities such as cooking. They are able to recognise shape and numbers in everyday situations. Good use of posters displayed around the provision gives children opportunities to see numbers in everyday use.

Children learn about their local environment and the world around them through well-planned and stimulating topics, such as visits to local parks and farms. During the inspection, they discuss with the childminder where and how vegetables and fruit grow. When playing with the dolls, she talks to the children about why they have taken them to the hospital and a child tells her that it is 'an emergency'. Children are comfortable when using simple programmable toys.

Children's manipulative skills are developing well and they successfully use a wide range of tools and materials in the many creative activities offered. They have access to an extensive range of equipment such as pencils, scissors, paintbrushes and glue sticks. Children move freely, with pleasure and confidence around the provision. They enjoy using sit-and-ride toys in the garden area. They receive opportunities use large pieces of equipment to climb and balance.

Children enjoy playing with different forms of media. They are involved in exploratory activities with dough and dressing up which helps to support their imaginary play and role-play. They show a keen interest in the musical instruments and the sounds made by them. They enjoy singing simple songs and join in with dancing.

Overall, children make good progress in all areas of learning. This is recorded in photographs, children's work and written observations.

Helping children make a positive contribution

The provision is good.

All children are valued and respected as individuals by childminder. The good range of resources reflects diversity in different cultures and genders. The childminder has experience of caring for children with learning difficulties. She would liaise closely with parents and outside agencies if approached to care for a child with physical disabilities. She is proactive in supporting children with individual needs and ensures that all children are included in the activities, which helps to develop their self-esteem.

The childminder has a written behaviour management policy in place and this is discussed with parents. The childminder takes into account the age and stage of development and uses explanation and distraction as methods of behaviour management. Children are aware that the provision has rules and understand right from wrong because the childminder encourages and promotes positive behaviour. Their good manners are valued and praised. When a child says thank you for her drink the childminder commends her for her politeness. She helps children understand why some behaviour is not appropriate and talks to them about how it makes them and others feel.

The partnership with parents is good. Children benefit from a very strong partnership between the childminder and parents. Children are happy and settle well because she has a comprehensive knowledge of their home circumstances and routines. Parents and the childminder share information about their children's day, ensuring a two-way communication between home and the provision. Parents are able to increase their understanding of the achievement records and the early learning goals through discussion and written information.

Notice boards, displays and other written information such as newsletters, provides them with useful information about the setting. Informal daily discussion is supported by more detailed written records of children's development, which are shared with parents. A basic complaints procedure is in place but requires some updating. Parents comment positively on the care of their children and feel they could discuss any issues or concerns with the childminder.

This is a positive approach. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The childminder's knowledge of child development is good. She has a very clear understanding of her role as a childminder and of the National Standards, which helps to promote positive outcomes for children. The childminder is expanding her already sound knowledge of the development of children under three years of age and the Foundation Stage.

Children benefit because the childminder understands their home circumstances well. This enables them feel safe and secure, and develop strong relationships. Some policies and procedures are in place, including a statement on equal opportunities and behaviour management, which contributes to children's well-being. However, some policies require some updating and further development.

The leadership and management of nursery education is good. The childminder is appropriately qualified and has experience of working with young children. Children benefit and make good progress in their learning due to the good knowledge of the childminder who extends activities naturally. Appropriate use of the childminding network coordinator is made, to review the childminder's ongoing training and development plan. Most documentation, such as contracts and individual children records, is well organised and routines are in place to ensure that they are kept up to date. Children's developmental records are accessible and shared effectively with parents.

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

Improvements since the last inspection

At the last inspection, the childminder was asked to refit the fire blanket and discuss safety issues with the Fire Officer with regard to overnight care.

The fire blanket has been situated in a suitable position. The childminder has developed an emergency plan and has appropriate alarm systems in place, which ensures that children are protected at all times.

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):

- update and develop further the provision's policies and procedures.

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):

- develop planning further to show intended learning outcomes for children.

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