



Inspection report for early years provision

Unique Reference Number	111656
Inspection date	28 November 2006
Inspector	Judith Reed
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 was registered in 1991. She lives with her husband in the Netley Abbey area of Southampton. All areas of the home are used for childminding with the exception of one bedroom. The children mainly play downstairs and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for seven children, some being part time or before and after school. The childminder walks to local schools to take and collect children. The childminder attends the local toddler group as well as childminding groups.

The childminder is a member of an approved childminding network and is currently in receipt of funding for one four-year-old.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are healthy as good hygiene procedures are employed and children understand the need to protect themselves from germs. They wash their hands before having meals and snacks as well as using baby wipes to further clean themselves. Children are encouraged to use the toilet independently and the childminder ensures they wash their hands and use paper towel sheets for drying. Younger children are protected from cross infection as the childminder wears gloves to change nappies and cleans the changing mat after use. The childminder has a suitable first aid kit and obtains written permission for emergency medical treatment for each minded child. Accidents and medication administered are recorded appropriately in suitable, confidential, record books.

Children take part in regular physical activity both inside and outside the home. They benefit from a variety of opportunities for physical play at various groups, as well as visits to parks and in the childminder's garden. Children walk to and from local schools to take and collect other children and enjoy outings on the bus or train. They climb up steps to slide down a slide and clamber over a toy train. Children have the opportunity to dance to music inside the home or ride tricycles around the garden.

Children are offered frequent drinks throughout the day. They make choices about their drinks and have water, juice or squash. The childminder provides a healthy and nutritious snack for children. They choose from bread sticks, satsuma, banana, grapes, dates and lychee. The childminder takes every opportunity to discuss the fruit, where it comes from and the colour. Children are aware of healthy eating and have made pictures to show the most nutritious food to eat. Some parents provide food for their children's lunch which the childminder stores as necessary. The childminder provides cooked lunches of pasta or fish fingers for children if required.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are protected as the childminder has a good awareness of safety issues and employs safety equipment appropriately around her home. A stair gate and fire guard are in place. Socket covers are used and cleaning equipment is stored in a high cupboard. The childminder provides suitable facilities for overnight care and has carefully planned emergency evacuation procedures for both day and night time. Children are secure as the front door is bolted and the rear door is kept locked. The garden is well fenced and gates are bolted. The garden shed is kept locked and the greenhouse is protected by a low fence. The childminder remains with the children at all times when they are in the garden. The childminder provides a welcoming environment for children. She has decorated the living room with photos and posters. In the kitchen more photos and examples of the children's work are displayed.

Children use a variety of toys and equipment. The childminder sets out a range of toys and offers children different activities throughout the day including painting, craft and musical

activities. The childminder does not always ensure that younger children cannot access small toys, which they put in their mouths. Toys are changed regularly and the childminder ensures all toys are clean when they are put out for the children.

Children are safeguarded as the childminder has a secure knowledge of child protection procedures. She makes parents aware of her duty regarding safeguarding children and the procedures to be followed.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and comfortable with the childminder. They are familiar with routines and understand they need to go to the bathroom to wash their hands before sitting at the table for snack. Younger children demonstrate their personal preferences at snack time and they are well nourished. They move around the home with confidence and join in planned activities with older children. The childminder is very aware of each child's individual needs and supports younger children to help them join in with interesting creative activities. She knows when younger children need to rest and settles them in the pushchair in the adjacent lobby, keeping a close eye on them at all times. The childminder uses the Birth to three matters framework to record children's progress in their daily diaries.

Nursery Education.

The quality of teaching and learning is good. Planned activities cover all six areas of learning and children's records show suitable progress across all areas. The childminder is skilled in helping children develop and ensures that she asks children open ended questions throughout the day to further develop their learning and reinforce their knowledge. Photographic records are briefly labelled and linked to the stepping stones. Children's individual daily diaries are used to record an outline of their activities, although their progress and development is not always clear from these records. The childminder has regular discussion with parents concerning children's development and keeps them up to date through verbal feedback.

Children enjoy a range of activities and experiences, joining in enthusiastically. They relish the opportunity to mix powder paints with flour and water to make a finger painting mixture. Children learn that mixing red and blue paint makes purple, and that adding more flour makes the mixture thicker. The childminder encourages the children to describe how the paint feels. Children describe the mixture as sticky. They learn new words saying the paint is 'lovely and gungy', as well as 'soft and squidgy' as it is spooned onto the table. Children draw circles and lines in the paint, as well as numbers, and begin to write letters from their names. They take prints from the paint to preserve the patterns they have created. This well planned activity helped to develop language skills, creativity, exploring textures and mixing colours, as well as taking turns to mix ingredients and use tools. Children confidently go to the bathroom to clean up when they finish the activity.

Children observe the world around them and help to complete the weather chart, making observations from the window. They state the day and date to complete the chart counting, with support, up to 28. Children enjoy joining in with dancing. They respond to music and move

rhythmically around the room. They explore different musical instruments to enhance the music and rhythms from around the world.

Children sit next to the childminder to look at books. They look at pictures and make their own observations. The childminder helps them to think about the pictures they can see and discusses the under water scene. She encourages children to think about sea creatures and suggests naming one beginning with an 'O'. Children immediately know that it is an octopus. Children choose books to look at together and the favourite includes songs which they all sing together.

Children help themselves to toys from the boxes provided by the childminder. They build with large scale construction bricks and create interesting shapes and patterns. Children cuddle dolls and copy adults behaviour in caring for younger children.

Helping children make a positive contribution

The provision is good.

Children behave well. They learn to be helpful, share, take turns and build good relationships with other children. The childminder manages behaviour well and uses stickers to reinforce good behaviour. Children help to tidy away toys and equipment before beginning other activities and learn about keeping safe. They begin to understand about caring for younger children and in particular being quiet when they sleep. Spiritual, moral, social and cultural development is fostered.

Children are valued and respected as individuals. All their individual needs are met as the childminder knows them well and takes into account their personal characteristics. The childminder has limited experience of caring for children with disabilities or learning difficulties, but has completed training in this field and would work closely with parents to ensure children's individual needs are met.

Children develop an understanding of diversity through the range of toys and books available. The childminder has made her own resources, with the children, to help them learn about people with disabilities. She uses the toy library to enhance the resources which reflect diversity. Children use musical instruments from around the world and hear music from other cultures. They acknowledge festivals from around the world and pictures completed at Diwali are displayed.

Children benefit from the good relationship between the childminder and their parents. The childminder ensures parents are fully informed about her policies and procedures including the complaints policy. Partnership with parents or carers of children receiving funded nursery education is good. Parents receive information about the six areas of learning through a booklet produced by the childminding network. The childminder provides a brief daily written record for each child and links activities to the stepping stones or Birth to three matters framework as appropriate. The childminder has regular discussions with parents concerning children's development and progress in the early learning goals. Parents are included in the assessment of children's learning before they commence funded nursery education.

Organisation

The organisation is good.

The childminder is experienced and suitably qualified. Children are well supervised at all times and the childminder ensures she remains within her registered numbers at all times. The childminder is careful about the safety of children and carries emergency contact numbers with her at all times when out and about, also ensuring it is clear she is acting as a childminder. The register is up to date and accurate at all times.

Children are well motivated and join in the interesting activities provided. The childminder has attended many courses to improve her knowledge and skills. She links with other childminders in regular local childminding cluster workshops. The childminder is professionally supported by a co-ordinator who regularly visits to observe, develop practice and nursery education provided. The childminder helps new childminders through being part of the support childminder scheme. The childminder meets the needs of the range of children for whom she provides.

Documentation is stored in a box which is kept confidential. The childminder has reviewed her documentation and obtained pre-printed documents through the National Childminder's Association. She ensures that all documentation is completed as required.

Improvements since the last inspection

At the last inspection the childminder was requested to provide furniture to ensure that younger children are safe when seated and during activities, to review arrangements for overnight care, and provide all necessary documentation and to preserve confidentiality.

Children are safe when seated as they use low level chairs and table or are securely strapped into low level chairs. The childminder has obtained pre-printed documentation to record medication administration and accidents. The record of attendance is also a pre-printed register which shows times of arrival and departure. The records are well organised and confidential and children are safeguarded at all times. Arrangements for overnight care have been reviewed and a suitable evacuation procedure has been devised. Children are protected and remain safe.

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 all toys and equipment are suitable and safe for all children present

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 recording process to ensure all children's development is clear from the information available

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