



## Inspection report for early years provision

<b>Unique Reference Number</b>	102412
<b>Inspection date</b>	29 November 2006
<b>Inspector</b>	Dinah Round
<b>Type of inspection</b>	Childcare
<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

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 registered to care for children in 1990. She lives with her husband in a house on the outskirts of St Austell town, in Cornwall. Shops, parks, playgroups and school are within close proximity of the home. Childminding is carried out generally on the ground floor, with sleep provision and toilet facilities accessed on the first floor. Children have access to a fully enclosed garden area for outside play.

The childminder is registered to care for a maximum of six children under eight years. She currently cares for a total of seven children on both a full time and part time basis. The childminder is registered to provide overnight care for two children under eight years.

The childminder is a Respite Carer for the Local Authority. She has an NVQ level three in Childcare and Education, an Extending Childminding Practice qualification and is currently doing an Open University Degree in Early Years. The childminder is a member of the local childminding group and runs a local parent and toddler group.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children's health is promoted very well due to the extremely effective practices followed by the childminder. Children are taught the importance of washing their hands and the older children independently wash their hands before eating. They use the coloured liquid soap and their individual towel provided. Disposable wipes and kitchen towel is used by the childminder for the younger children. This successfully minimises the risk of cross-infection. All children are encouraged to brush their teeth after their lunch which helps them learn the importance of following good personal hygiene routines. Children's nappies are changed regularly. The childminder follows good procedures such as, use of disposable gloves and hand gel to ensure children are protected. Policies to safeguard children's health are adhered to in practice, and thorough medication and accident records are maintained.

Children are developing a very good understanding of healthy eating. They are offered a choice of appetising and nutritious food at lunchtime. This includes sandwiches with wholemeal bread, cheese cubes, fresh fruit and fromage frais. Children have opportunities to choose what filling they want in their sandwiches. They enjoy a sociable mealtime and the childminder encourages them to feed themselves which helps to promote their independence. Children have access to their individual drinking cups throughout the day with regular drinks provided for the babies. Children's dietary requirements are recorded and any individual needs are followed by the childminder.

Children's physical development is consistently promoted. They have excellent opportunities to engage in fun and challenging activities geared to their age and ability. This is due to the wide range of play equipment and experiences provided for the different ages and allows children to develop new skills. For example, a child shows good co-ordination as she enjoys kicking the ball outside. Children take part in frequent outings within the local community, such as, local walks, trips to 'Dairyland' farm, visits to the beach and local parks. This makes sure they get plenty of fresh air and exercise.

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

The provision is outstanding.

Children's safety is given high priority to ensure they remain safe and secure. This is achieved through good levels of supervision by the childminder and the effective safety measures in place. For example, the childminder holds a younger child's hand as she walks down the patio steps outside so she does not fall. The childminder is very aware of the children's constantly developing abilities and helps them learn how to keep themselves safe, such as, explaining how to get up and down safely from the chair at the breakfast bar. Children are able to move freely between the different areas and babies can sleep safely and comfortably, and are frequently monitored. The extensive range of clean, good quality resources are well positioned to ensure children can access them easily by themselves or with adult support.

Children benefit from the excellent emergency and fire escape procedures in place. For example, smoke alarms and carbon monoxide detectors are fitted within the home, and regular fire evacuation is practised with the children. This ensures that children know what to do in the event of an emergency. Clear written risk assessments are carried out on the premises and also for outings. This makes sure safety is continually reviewed and monitored to minimise risks to children.

The childminder has a comprehensive knowledge of child protection and continues to keep herself up to date through training. This supports her in her role of safeguarding children. She is confident to follow procedures to protect children. Her child protection policy is shared with parents to make them aware of her responsibilities.

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

The provision is outstanding.

Children are happy, settled and content. They flourish in the welcoming and stimulating environment, and are eager to participate in the broad range of activities available. Children are very well supported by the childminder, her warm, caring and sensitive approach to the children's individual needs makes them feel secure. Children's independence is extremely well promoted by the childminder through the activities and daily routines. For example, she encourages children to wash up the playdough tools after the activity.

Children's learning is enhanced as the childminder has a good understanding of child development and enables children to explore and learn at their own pace. The weekly planning of activities and outings are linked to the different areas of learning and incorporate aspects of the Birth to three matters framework. This provides children with excellent learning experiences. For example, children enjoy using their senses to feel and explore the container full of dried pasta. One child concentrates carefully as she transfers the shapes from one container to another, while the younger child delights as he sits in the container and moves the pasta around with his feet. Children giggle with excitement as they splash in the water and bubbles once they have finished washing up the play dough tools. The childminder involves herself in the children's play, she listens carefully to their ideas and provides thoughtful support and encouragement in order that children achieve. For example, she makes good use of questioning to challenge children to recognise and compare the coloured duplo bricks. Older children have the freedom to use their ideas and imaginations within their play. For example, they use the computer and measuring tools to create their own board games, which they name as the 'Collectables' and 'Property Ladder'.

Children have opportunities for both quiet and active times during the day. For example, they enjoy listening to the 'Scruffy Teddy' story as they get tired at the end of the morning. Children take part in regular experiences outside the home to extend their learning. They attend a weekly parent and toddler group and the local childminding group meetings. This encourages socialising and helps to develop their confidence.

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

The provision is outstanding.

Children have a strong sense of belonging. They benefit from the childminder knowing them well and responding to their individual needs and personalities during the day. Children's differing stages of development are accommodated as the childminder skilfully adapts activities to enable each child to participate fully in activities. For example, paint is introduced to children in a plastic wallet when they are reluctant to have it on their hands. Children benefit from the childminder's positive approach to caring for children with additional needs. She has developed her skills in working with children who have special needs through her work and training as a Respite Carer. A symbol and picture communication book which shows stories in words and pictures, is used to help develop children's language and understanding.

Children are happy and well behaved. They are spoken to in a polite, positive manner and thrive on the regular praise and encouragement they receive. Children benefit from the childminder's positive strategies to manage behaviour which are appropriate to each child's age and level of understanding. For example, she explains clearly and calmly to a child that it is time to clear away the pasta and the reason why. The child responds well and happily helps to tidy up the pasta activity. Children are encouraged to share, take turns and play co-operatively through the childminder's gentle reminders and clear explanation. A clear behaviour management statement is shared with parents which helps to encourage consistency.

Children benefit from the strong and effective partnerships that have developed between the childminder and parents. A wealth of information on the childminder's policies and practices, daily routine and activities are made available to parents. This keeps them up to date with their child's care and experiences. Children's individual needs are accommodated as thorough discussions take place at the start of an arrangement, enabling children's needs to be fully met. Good systems are in place to exchange information about a child's care and well being. This includes informal daily discussions and a daily diary for the younger children to share details of their sleep times, nappy changes, and food eaten. Children's progress is successfully shared with parents through photographs, observation records and six monthly reports.

## **Organisation**

The organisation is outstanding.

Children's care and welfare is significantly enhanced by the professional attitude and commitment of the childminder. She is proactive in seeking training to enhance her own personal development, for example, she is currently undertaking a degree course in Early Years. Children's learning is very well promoted as the childminder uses her knowledge of child development to effectively plan a wide variety of stimulating activities and experiences. She skilfully organises the setting to make it welcoming and child centred and as a result children thrive. There are separate areas for the different activities with resources set out to encourage children to make independent choices. This makes children feel settled and secure. Children have good use of the garden where they can run freely and use a range of equipment to test their physical skills.

The childminder continues to evaluate her provision to look at future developments that will improve the outcomes for children. Clear policies and procedures are in place and shared with

parents to make sure they are fully informed about the provision. These are successfully followed in practice by the childminder to promote children's health, welfare and development. Documentation is well organised and kept secure and confidential in individual folders.

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

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

Not applicable

### **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 to 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**

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 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](http://www.ofsted.gov.uk)