

Inspection report for early years provision

Unique Reference Number	160504
Inspection date	30 April 2007
Inspector	Anne Jacqueline Nicholson
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 1999. She lives with her teenage child in a quiet residential area close to Addlestone, Chertsey and New Haw. The whole first floor maisonette is used for childminding and there is a communal garden for outside play. The childminder goes to local schools to take and collect children. She attends the local parent and toddler groups, takes children to the local library and regularly takes children to the local park and on walks.

The childminder is registered to care for six children at any one time and is currently minding nine children, all of whom attend on a part-time basis. She is currently in receipt of funding for early education for three and four-year-olds for two children. The childminder is a qualified primary teacher, and has experience of working with children who have special needs. She regularly attends a local toddler group, and is a member of the National Childminding

Association. She holds an 'Investors in Children' Kitemark and is a member of childminders network. The childminder supports children with learning difficulties and/or disabilities.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children receive excellent encouragement and support to develop good personal hygiene habits whilst in the childminder's care. Children demonstrate very good personal hygiene skills for their ages, they are aware of the process to follow in washing their hands and why they need to do this. All children demonstrate competency in using soap, water and drying their hands on individual towels in the bathroom. Children clearly identify their own towels, and others, from the different button tags sewn on the top of each. They enjoy brushing their hair, or getting the childminder to brush it, and each collect their own individually named brushes. Older children keenly assist younger children to find theirs as "they cannot read yet". Throughout nappy changing the childminder talks younger children through the process and then reinforces good hygiene practices by disinfecting the mat after each use and allowing children to observe her wash her hands after disposing of their nappy. The use of individual towels, hair brushes, bedding and hand wipes during messy activities assists in preventing cross-infection between them.

The childminder holds a current First Aid certificate ensuring that when children are hurt or injured they receive appropriate treatment. All accidents, medication administered and pre-existing injuries are clearly recorded on individual sheets and signed by parents. A comprehensive Sickness Policy ensures that children with infectious illness or requiring their parents comfort do not attend. It provides parents with information about exclusion periods and why it is important their child does not attend when ill. The Emergency Treatment Policy ensures that if children require urgent medical treatment this happens and emergency cover is in place to ensure that the remaining children receiving care are looked after until parents arrive.

The childminder ensures that parents provide written details of children's dietary needs and any food allergies. She ensures that her food preparation areas remain clean and hygienic and holds a valid food hygiene certificate. Children receive a very varied range of nutritionally balanced meals and drinks throughout the day and this varies over the week. Mealtimes are taken at the table and children receive encouragement to try the food on offer and remain seated until finished. No child is forced to eat all their food and if they make a good effort with savoury food then they receive a dessert. Children enjoy participating in the preparation of snack sessions by placing the picnic mat on the floor, handing out each others' cups and then sharing a plate of watermelon with each other. They politely offer it to any adults present and display excellent eating manners.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children can readily access a wide range of resources for free play and more structured play. Resources are accessible within the room as well as in a large storage cupboard. Children either look in the photo album of pictures showing which box holds which resources to see what they would like out or ask for a familiar box. They willingly assist in putting toys away before new ones come out.

Children remain safe and receive appropriate supervision whilst in the childminder's care, their safety is her primary concern and resources and equipment abide by the appropriate British Safety Standard. Regular visual safety checks and good practice ensures the identification and minimisation of potential hazards. When outside children either hold the childminder's hand or remain safely restrained in a pushchair. Whilst in the car children use appropriately fitted car seats and they proudly state that they 'keep these done up'. The car is properly insured and regularly maintained to ensure that it is in a road worthy condition. Children gain an excellent awareness of safety from receiving clear and consistent messages on how to keep themselves safe. All exits remain clear of hazards and children participate in regular fire evacuation procedures to ensure that they feel confident to leave the premises in the event of an accident or incident.

The childminder has an excellent knowledge and understanding of child protection and the procedure she will follow if concerned for children's welfare. This is clearly spelt out for parents to read in the policy folder and the childminder ensures that she routinely attends additional child protection training sessions.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The childminder develops excellent relationships with children and gets to know them well. She provides outstanding care and learning opportunities effectively implementing and following both the Birth to three matters framework and the Curriculum guidance for the Foundation Stage. Children follow a flexible timetable that has structure and familiar routines but is geared to their personal needs each day. They participate in an excellent range of appropriate activities as the childminder has a strong understanding of their current individual stage of development. Children lead the play as the childminder realises that they learn more this way. The play and learning focus is on children's individual interests and therefore they show more receptiveness to learn. The childminder uses her knowledge of the children to choose the optimum moment in the day to do adult-led activities whilst also ensuring that their care routines are maintained. Children receive constant commentary from the childminder providing them with explanations to their questions and extension to their play.

Parents provide information to ensure that the childminder works in unison with them whilst actively supporting babies and toddlers during developmental stages like potty training, weaning, sleep periods and when parents wish to stop these sleeps. Both younger and older children are confident to attempt new activities and are actively encouraged to develop new skills, ask questions and seek support when needed. They develop excellent relationships with each other

and with the childminder. Children respond with enthusiasm to new challenges, they are confident and the childminder provides excellent support to them in their play. All children willingly involve themselves in tidying up ready for new toys and activities.

Nursery education.

Children benefit from the comprehensive planning of topics and themes that ensures they receive an extensive variety of activities and learning opportunities. These also include regular opportunities to explore and experience different foods, creative activities, books and go on outings to further encourage learning. Whilst looking through their individual photo scrapbooks children recall what they did when they went on outings to pet centres, farms, fruit picking and watching the planes at the airport. Younger children participate in the same activities as the older children although the childminder ensures that she gears these down to their ability. The childminder competently manages activities so that all can join in with younger children receiving more support and older children receiving more challenge and use of questioning to extend them. All children enjoy smelling different spices and dry ingredients to see if they know what they are. They thoroughly immersed themselves in adding these ingredients as 'smells and textures' to the paint and creating pictures with these paints. They constantly communicate with the childminder and each other about the different smells and which ones they like and dislike, increasing their vocabulary and extending the learning experience.

Children fully engage in the available activities; the positive praise and excellent support they receive from the childminder assists them to grow in confidence. They receive encouragement to develop to their full potential, accessing developmentally appropriate resources and stimulating activities, with an excellent level of adult support. Children enjoy doing creative activities and are watching their sunflower seedlings to see which one grows the tallest and whether they grow higher than themselves. They confidently choose and request toys and resources for themselves. Children learn a great deal about the world in which they live through participating in a wide range of interesting and worthwhile activities and outings. Children enjoy going on nature walks and receive encouragement to observe the nature and plants around them. They enjoy going on journeys and creating picture maps of the buildings and places of interest they see on route. They talk confidently about trips they undertake including exploring Wisley, going to Heathrow to look at planes, climbing the high tower at the Lookout Centre in Bracknell Forest and going on a train journey to London.

Children take immense pride in their work and enjoy seeing it nicely framed and on display about the premises. Children learn to value themselves and others. They receive praise for their manners, contributions and for their individual achievements. Children receive marbles for the 'marble reward jar' and proudly state they will be going to the soft play area when it is full and "it nearly is full as we've been good". Children learn about mathematical language during both everyday activities and fun baking activities. They weigh the ingredients using more than, less than and counting items going into the bowl. After eating fruit or vegetables they receive a fruit decorated star point to add to their 'I'm a five a day star' further encouraging them to try familiar and unusual fruit and vegetables.

Children see numerous examples of labelling around the premises; on their hair brushes, on their individual folders and on objects. Children enjoy reading books and cuddling up to the

childminder to listen to stories. Children see words in different forms and enjoy going on letter hunts in the local area to rub over the letters on objects like manhole covers and post boxes to create rubbing pictures of their names. Children enjoy making printed stories using sponge shapes and paint to replace some words. They access the computer, using the keyboard and mouse, with increasing skill.

Teaching and learning is outstanding. The childminder uses her primary teaching qualification and experience to provide excellent care, learning and play opportunities for children. She effectively manages her provision to ensure that she continually reviews the learning environment she provides for children and the service available for parents. Comprehensive long and short term planning ensures that all areas are covered throughout the year and provides variety and balance for all children. Comprehensively completed profiles identify the next targets for individual children and the childminder uses her experience and skills to incorporate these into whatever activity they have chosen to do. She highlights these learning goals to parents when giving both verbal and formal written feedback on their progress.

Helping children make a positive contribution

The provision is outstanding.

Children participate in a range of activities and access resources that provide an awareness of other countries, cultures and faiths. Increasing their knowledge and understanding of the wider world they live in. They develop respect for each other and the adults around them. They learn and receive care in an environment where equal opportunity is positively promoted in both documentation and practice. They enjoy looking in photo albums at pictures of themselves supporting and playing together. Parents are clearly made aware that the childminder follows Christian beliefs and there are certain practices that reflect her own beliefs like saying Grace and not celebrating Halloween. However she also ensures that children learn, through enjoying free play and planned activities, all about other faiths and beliefs.

Children receive information and play opportunities that increases their awareness of how people with any specific disability or learning need can go about their daily life. The childminder has a Special Needs Policy and has extensive experience of working and caring for children with additional needs and disabilities. She attends additional training sessions to further develop her understanding and knowledge of a variety of different types of disabilities. Children learn to feel good about themselves through receiving plenty of encouragement and praise whilst with the childminder. They receive plenty of positive reinforcement, for example, by receiving a marble to go in a jar each time they are kind, do something well or display good manners. They excitedly state that when the jar is full of marbles they are going to play in a soft play centre as a reward. Children demonstrate excellent manners and display positive behaviour towards each other. They politely say 'Please' and 'Thank you' without prompting and show consideration for each other's feelings. Children respond well to the consistent praise and encouragement, they actively participate in activities and help to tidy up. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Parents receive excellent information on the provision to ensure that partnership with parents and carers is fully promoted. They see written policies and procedures promoting the service provided and these include the process

for raising a complaint as highlighted in the October 2005 Addendum to the National Standards. Parents state they are very happy with the care their children receive and the professionalism of the childminder. They state "It is very difficult to put into words as a reference or testimony to their care just how professional and caring the childminder was. The children had a wonderful time and experience enjoying a diverse range of activities and they learnt so much whilst there". Parents receive information about the Nursery Education grant and regular feedback on how their children progress through the Foundation Stage early learning goals. Information about the children's day is shared in a daily diary and verbally. Those parents claiming Nursery Education grant funding also receive written feedback on their children's progress. All parents receive a scrapbook photo album recording the activities their children participate in. A regular newsletter highlights to parents the childminder's holiday dates and the training courses she has attended. Each term she sends home information and copies of the children's individual learning targets.

Partnership with parents is excellent. A friendly and very professional relationship develops between them and the childminder. Parents receive comprehensive written and verbal information about the policies and procedures in place at the initial meeting. They also share information daily through talking and daily activity books. Certificates on prominent display and additional letters sent out ensure that parents remain fully aware of current policies, activities or outings. Parents share information about their children's current needs regularly to ensure these needs continually remain met. Comprehensive and clearly written policies and procedures are in place to ensure that parents receive consistent information about the service provided. These include details of the process to follow if they have a concern or complaint.

Organisation

The organisation is outstanding.

Children settle in to the environment extremely well and quickly feel at home with the childminder. They enjoy playing in a well-organised space and participating in a variety of activities. They receive excellent support from the childminder, who enjoys their company and knows them well helping them feel secure and confident. The childminder displays an excellent attitude towards her own professional development and has outstanding skills at managing her provision. She attends regular training sessions to increase her personal skills and knowledge. Children benefit from all this additional training as it enhances the care and learning opportunities available to them. The setting meets the needs of the range of children for whom it provides.

Children's welfare, care and learning needs are actively promoted as the childminder has an excellent business-like approach to her childminding and maintains excellent records. Parents remain fully informed of their child's achievements with the childminder discussing all aspects of the children's care with them. They benefit from the childminder continually evolving the service she provides by reviewing policies and implementing any new childcare and play ideas she gains from training sessions.

Excellent long and short term planning focuses activities on covering the early learning goals of Foundation Stage. By being prepared and offering a flexible timetable the activities occur when children feel most receptive and they wholeheartedly join in. Parents receive a

comprehensive questionnaire to complete and the childminder analyses the results and uses these to evaluate her service and see how she can develop her provision.

Improvements since the last inspection

At the previous inspection it was recommended that the childminder ensures that OFSTED was notified of any serious accidents or injuries. This is now written into her policies for parents to read.

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

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

recommendations for improvement are made because the quality and standards of nursery education 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