

Inspection report for early years provision

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<b>Unique Reference Number</b>	300150
<b>Inspection date</b>	25 January 2008
<b>Inspector</b>	Geneen Yvonne Hulse-Brown

<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 has been registered since 1988. She lives with her family in a detached property in Sheffield. Local shops, schools and parks are within walking distance. The childminder has two adult sons.

The whole of the ground floor is used for childminding, this includes lounge, kitchen/dining room, play area, hallway and downstairs toilet, with upstairs access to the bathroom and one bedroom. Children have access to a fully enclosed area for outdoor play to the rear of the property. The family have a pet dog and a cat. Children are escorted to and from local schools.

The childminder is a member of the National Childminding Association. She is registered to care for six children at any one time and is currently minding 19 children who attend on a part time basis. She offers out of school and holiday playcare.

The childminder has the NVQ level 3 in Early years care and Education and tutors at Sheffield college on an ad hoc basis. She is accredited with the Sheffield Children Come First Childminding Network and provides nursery education for two children.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children undertake a broad range of activities that contributes to their all round good health. They have lots of fun playing outdoors in the interesting and sensory garden, where they are starting to recognise different birds and mini beasts. Daily walks to school and the local park provides children with numerous opportunities to collect leaves, pebbles and natural materials to use in their play. Outdoor activities develop their physical skills very well as they explore their surroundings with increasing confidence. They enjoy riding bicycles, playing ball games and negotiate steps and stairs with ease. Children are very confident climbers using many opportunities to explore boxes and climbing frames as they test out and extend their physical abilities competently. Many regular outings broaden the children's interest in the environment, as they help feed the birds and learn about recycling. Children's fine motor skills are successfully promoted, as they manipulate tools effectively, such as, scissors, pencils and paintbrushes. They enjoy cutting, squeezing and moulding play dough to make shapes and models.

Children demonstrate a very good understanding of their personal needs, knowing when they are hungry and thirsty. They enjoy healthy, nutritious snacks and meals in accordance with parents' wishes. The childminder has a very good understanding of the children's likes, dislikes and allergies. She offers choices of sandwich fillings and alternatives for more choosy children. Children enjoy a wide range of fruits including grapes, kiwi, banana and blackberries. Older children enthusiastically undertake baking activities as they make pizza for tea. The childminder has sample menus on file to support her high commitment to healthy eating.

Children are well cared for in a warm, clean environment where they learn the importance of good personal care. They competently take themselves to the toilet commenting that they are 'desperate and need to hurry' and know that they must wash their hands to remove germs. The childminder's consistent approach to good practice ensures that children develop a very good understanding of hygiene practice. She has developed effective and comprehensive documentation to record accident, incidents, medication and concerns. The childminder holds a valid first aid certificate for working with children and babies.

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

The provision is good.

Children are cared for in a welcoming and very child friendly home as all potential risks have been minimised. They competently develop their independence as they negotiate their way around the home learning to keep themselves safe. The childminder's good practice and her gentle reminders offer the children many opportunities to explore and learn. They help each other as they move chairs and take care when climbing. This is due to the childminder explaining how

to balance safely on boxes and take turns to get down so as not to topple over. She uses language appropriate to their levels of understanding and encourages them to help each other.

Children make active choices of toys, books, games and activities that meet safety standards. All equipment is well organised on low shelves and boxes in the playroom for children to access with ease as they extend their independence. The childminder maintains high levels of supervision, in accordance with children's ages and abilities. She allows them space to explore in safety and to choose what they want to do, whilst always being aware of where they are and what they are doing. Children have free access to all areas of the ground floor of the home and move confidently between rooms as they choose what to do. They are encouraged to clear obstacles from the floor and tidy away activities to prevent accidents.

The childminder demonstrates a high regard for the children's well-being. She has comprehensive written policies and procedures in place to keep children safe. Fire evacuation is practiced regularly and outcomes recorded. She has recently reviewed her proforma for risk assessments, to produce an action plan for improvements. The childminder has a good understanding of child protection issues having updated her knowledge by accessing safety net training and has included any changes into her policy.

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

The provision is outstanding.

Children enjoy their time at their childminder's and make good progress in all areas of development. This is due to the childminder's knowledgeable planning of interesting activities and fun experiences to motivate and stimulate them. Effective use of the Curriculum guidance for the foundation stage and the 'Birth to three matters' framework ensures she provides good quality care and education. Children are happy, secure and well settled as they enthusiastically undertake an interesting range of stimulating activities. They actively make choices about their play, by selecting resources that build on what they know, extend their experiences and develop their thinking.

Children demonstrate good independent skills to successfully plan their own time and make decisions about what to do, for example, choosing to play with cars, look at books or watch the birds in the garden through binoculars. They plan role plays as they search through the dressing up clothes to be a policeman or a builder. Then use tools to 'mend things' around the playroom. Children are curious and interested in all around them, as they confidently move between activities. They ask visitors what they are doing and engage them in conversations with confidence. Children actively seek the support of their childminder to help find a chosen resource or join in their games. Children establish very good relationships, as they share home events and recall outings as they look at memory books.

The childminder consistently responds to the children's individual needs, adapting activities to follow their ideas and suggestions and making changes to the routine as needed, such as when looking for different birds outside. Children are encouraged and supported to try out new skills and solve their own problems, for example, working out how to complete a jigsaw by looking for the straight bits first. Observations and the childminder's knowledge of the children builds on what they can do to extend activities at the child's own pace. Older children are involved

in planning and organising their own activities. They undertake many outings and extend their independence as they have fun together.

## Nursery Education

The quality of teaching and learning is good. The childminder demonstrates a very good knowledge of the Foundation Stage to ensure that children progress well in all areas of development. Children are interested and motivated to learn through well planned and spontaneous activities and experiences, which challenge and extend them. Children are very confident and engage well with each other and welcome visitors, as they share their achievements. They play well together and alone to enthusiastically progress their ideas. Behaviour is very good and reflects the childminder's high expectations. Children take turns and share, learning how to manage their own behaviour and respect for others.

Children are confident speakers, as they listen intently to each other, sharing experiences, talking about family and events with enthusiasm. The childminder is very interested in what the children say, listening intently, consistently offering support and suggestions to enhance their experiences. Books effectively support activities and help extend the children's thinking, for example, when listening to a story about senses and feelings. Children demonstrate good mark making skills as they use different mediums to make marks on paper. Older children competently attempt their names, whilst the younger ones look to them as role models. Children learn about number and problem solving through daily activities, counting and sorting as part of daily routines. They enthusiastically sing number rhymes and count as they listen to stories. Children confidently use mathematical language talking about colours and shapes when building and completing jigsaws.

Children learn about growth by planting seeds and plants, such as, raspberries, tending them, before picking them to eat when they are ripe. They are enthusiastic as they talk about the weather and excitedly follow life cycles of frogs in the garden pond. Children relish lots of outdoor time, as they explore and recognise different birds and their songs. They use binoculars skilfully to spot creatures in the garden, watching the squirrels run along branches. They excitedly recall outings to look at memory books of visits to the railway station and canal. They show good levels of concentration as they select tools and materials, such as construction bricks to build simple and more complex models. Children enjoy learning about the lives of others through topics and planned activities. Stories and books introduce children to other cultures and festivals as they enthusiastically look at them with their childminder.

Children build and design, extending their imagination and their natural creativity using a wide variety of craft materials. They enjoy mixing paints, talking about colours and make models from play dough. Children have fun making patterns in paint, gloop and sand. They enthusiastically extend their imagination, making up stories, exploring their creativity as they make up stories using trains and dressing up. Children successfully undertake a wide range of focused and freely chosen activities, with the childminder responding and making changes to incorporate the children's ideas and suggestions. The childminder demonstrates a very good knowledge of the early learning goals, and use this to plan challenging and interesting activities that includes all areas of learning. Open ended questions effectively extend children's language, develop their thinking and value what they say. Excellent photographic evidence demonstrates

how children learn and progress, they aid the children to enthusiastically recall events and activities.

Well organised observation systems are in place to monitor the children's progress as the childminder keeps all children's development sheets together in a central folder. She demonstrates a good understanding of children's individual progress, however, the way in which children's records are currently stored does not give a clear overall picture of their individual progress. The childminder completes regular observations based on the stepping stones to assess where the children are at and plan the next steps. Planning records include very good photographic evidence to support activities and achievements.

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

The provision is good.

The childminder uses a wide range of quality resources to provide children with fun activities that promotes their self-esteem. Children learn about the wider world and diversity as she effectively uses her resources introducing other cultures and festivals. Children enjoy listening to a wide variety of music, such as, Bandra and tasting foods from around the world as part of planned and spontaneous activities. Children enthusiastically share home experiences and recall fun outings as they look at photographs together. They are very confident as they make active choices and ask questions.

Children are highly valued and respected. Their behaviour is very good as they follow agreed and well understood daily routines. The childminder knows all her children well, supporting them to try new experiences and learn new skills. She demonstrates a very good awareness of their abilities, planning activities that will both challenge and motivate them. She is very aware of their individual needs, recognising when they need her individual attention, balancing her time effectively between all the children in her care. Children learn good behaviour and respect due to the childminder's sensitive approach.

Partnership with parents and carers is outstanding. Parents receive very detailed information about what children are doing and make suggestions that enhance their experiences as they link topics from home to the childminder's planning. They meet together with the childminder to plan to the next steps and ensure a consistent approach. Parents take home their children's records regularly to allow them space to look at them in depth and then plan time with the children to discuss any additional issues. The childminder has memory books with numerous photographs of the children immersed in an extensive range of activities, which are readily available for parents to see. Parents are highly delighted with the service they receive, completing regular written feedback forms to enable the childminder to evaluate her effectiveness. Children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

The childminder provides very good quality childcare and education due to her extensive knowledge of child development. She effectively uses the Curriculum guidance for the

Foundation Stage and the 'Birth to three matters' framework to support her work. The childminder demonstrates a strong commitment to personal training and development by accessing a wide range of training. She is a member of the Sheffield Children Come First Childminding Network and meets regularly with her mentor to evaluate and assess the service she offers.

The childminder has well organised systems in place to support her working practices and promote the children's care and well being. A wide range of comprehensive policies support consistent and professional practice. She is in the process of reviewing her policies to ensure they meet changes to new legislation and are reflected in her practice, although she has not yet completed this review. She shares and receives information with parents regularly, maintaining very good records in a professional manner to ensure they are up to date. Effective support systems are in place to ensure continuity of care for children.

Children are very relaxed and motivated in a well organised and fun environment. They make themselves at home, are confident to initiate and progress their own play, enjoying their time there. Flexible planning systems allow children to make numerous choices to plan their own time. The childminder is very competent at adapting plans to effectively support and guide children to extend their play and learning. Creative use of space enables children to enthusiastically access a challenging and interesting environment. Overall, the provision meets the needs of the range of the children for whom it provides.

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

The recommendation raised at the last inspection related to the childminder improving her knowledge and understanding of area child protection procedures. She has attended training courses to update her knowledge and completed safety net training. This ensures that children's safety is effectively safeguarded.

### **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 complaint 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 review existing organisational systems to support good working practice.

### **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):

- consider reviewing how children's assessments are recorded.

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)