



Inspection report for early years provision

Unique Reference Number	EY341944
Inspection date	15 March 2007
Inspector	Suzanne Joyce Stedman
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 2006. She lives with her husband and four children aged eight, six, four and one in Leigh-on-Sea, Essex. The whole of the ground and first floor is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time and is currently minding three children part-time, including one child over eight. The childminder walks to local schools and pre-school to take and collect children. The family has no pets.

The childminder supports children with learning difficulties and disabilities. She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from cross-infection and their good health is promoted because the childminder follows excellent hygiene practices in order to prevent the spread of infection. For example, cleaning the outside child sized tables and chairs before the children had their lunch. She has a very good understanding of health and hygiene issues. Children effectively learn about their own personal hygiene and how to keep healthy through daily routines and well-planned experiences. For example, all washing their hands before having lunch and conversation about why they do this to prevent them getting germs.

An extensive range of well kept documentation promotes the children's good health. In addition the childminder has an excellent range of well-written policies and procedures which underpin her working practices. For example, a clear sickness policy ensures children are protected from cross- infection.

Children's parents have an opportunity to provide food for their children so that they know what their children eat. The childminder also provides minded children with freshly cooked meals including fruit and vegetables from an organic farm. The childminder has an excellent understanding of healthy eating which she demonstrates through a healthy eating policy. The childminder provides lots of practical first-hand experiences to help children learn about foods that are good for them and where food comes from. For example, they help sort out the orders from the organic farm and make fruit smoothies to drink and make lolly's. Children have access to fresh drinking water throughout the day. Children's social skills are developed as they sit and eat together at the table.

Children experience physical activity and develop their skills because the childminder plans a good range of activities and play opportunities to develop the children's physical development. For example, they use their bikes and scooters to and from pre-school and school and play in the garden with resources such as a trampoline, pogo sticks, slide, climbing frame and selection of push and ride toys. Children benefit from fresh air and exercise in all weathers. Inside they enjoy dancing to the Barbie CD player.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are welcoming and comfortable this enhances the children's sense of security and belonging. Children have lots of space to play freely and to be active or rest as they choose. Children's safety is promoted well because the childminder takes good steps to ensure that hazards to children on the premises, both inside and outside, are minimised. Children's development is effectively promoted because the childminder has an excellent range of suitable toys and play resources available for indoor and outdoor play. Children's safety is promoted because the toys and equipment are in good repair, clean and frequently checked to ensure they are safe.

Children are learning to keep themselves safe because the childminder encourages the children to begin to understand about safety issues both within the setting and outside. She uses daily routines to remind children of everyday safety issues, such as being careful as they get on and off of the trampoline and use the climbing frame. They use their bikes and scooters to and from school and pre-school learning to cross the roads safely.

The childminder has all the required documentation to promote the children's safety. In addition the childminder has considered further safety hazards and possible events and produced an excellent range of written policies and procedures for emergencies. For example, if a child is not collected or if the childminder becomes ill.

The childminder has a good understanding of her role and responsibility regarding safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

The children are confident because they are secure and settled. Children receive lots of praise and encouragement which helps them to feel good about themselves. Children are encouraged to talk about what they have done and their accomplishments which further promotes confidence. For example, they jump and leap around the trampoline pretending to be fairies. Children's independence is promoted well because they have easy access to the toys and resources available to them. This enables them to make decisions about what they do and encourages effective play and learning because they are motivated by their own interests and ideas.

Children's language development is promoted well as they talk constantly with the childminder. Children use their imaginations as they engage in 'pretend' play and through a range of creative activities such as painting and modelling.

Children's natural curiosity is encouraged because the childminder asks them questions to help them think and reason, for example, children talk about how they wash their hands at playgroup the same as at home before they eat and that they use paper towels at pre-school. Children are provided with opportunities to explore their senses through planned activities and resources such as arts and crafts.

Children have an exciting time at the childminder's home engaged in a wide selection of purposeful play. They are provided with an excellent range of play opportunities and experiences that promote their development and learning. Children have time for free play as well as spending time on more adult-led activities such as arts and crafts. This is because the childminder understands that children learn through play and should enjoy these experiences.

The childminder provides good support for the children and she interacts with them well, playing along side them. She plans a good and wide range of activities and experiences to help the children make progress in their learning and development.

Helping children make a positive contribution

The provision is good.

The children are cared for in an environment where the childminder promotes equality of opportunity for all children. Children's individual needs are met because the childminder gets to know the children well. Children learn about the wider world and our differences and similarities through good everyday opportunities and discussion with the childminder. However, activities and resources regarding disabilities are limited.

Children behave well because they are given clear and consistent boundaries by the childminder, for example, they are sensitively reminded not to climb on the trampoline without using the ladder. Children are beginning to share and take turns with the childminder's good support. The children are polite and helpful and learn to show consideration for others and their environment, for example, they are encouraged to thank each other when sharing fruit and vegetables during lunch.

The children feel a sense of belonging because the childminder makes them feel at home. Children develop good relationships with the childminder and the other children.

The childminder works closely with parents to enable the children to settle well and to ensure children are cared for with consistency. The childminder makes time each day to speak to parents sharing information about their child's day so that they are well informed. Parents are actively encouraged to send in things from home such as the child's bike so she is able to ride it to and from pre-school. Pictures of children's artwork displayed around the home reassures parents that the children enjoy a wide range of experiences and are having a good time in the childminder's care. The childminder's excellent portfolio ensures that parents are fully informed about the childminder's working practices.

Organisation

The organisation is outstanding.

The children are very well protected because the childminder and other adults living on the premises have undergone checks to ensure they are suitable to be in contact with children.

The childminder has undertaken all the required training and demonstrates the ability to put this new knowledge into practice very effectively to promote children's health, safety and enjoyment. Children's care is greatly enriched by the childminder's enthusiasm. Children benefit from the childminder's excellent organisation of time, space and resources.

All documentation is systematically organised with a high regard for confidentiality and the promotion of the children's welfare and learning.

Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

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 good. 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

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop resources regarding disabilities.

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