



## Inspection report for early years provision

<b>Unique Reference Number</b>	118352
<b>Inspection date</b>	15 January 2007
<b>Inspector</b>	Timothy Butcher
<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 was registered in 1996. She lives with her husband, child aged nine and adult children in Worle, Weston-super-mare, North Somerset. The whole of the ground floor and rear bedroom and bathroom to the first floor, are used for childminding. There is a fully enclosed garden for outside play. The family has rabbits.

The childminder is currently minding 15 children under eight. Seven children are under five years and three children are under three years, all of whom attend on a part-time basis. The childminder walks to local schools to take and collect children. She attends the local toddler group. She takes children to the local library and to the local park.

The childminder is an accredited member of the North Somerset Childminding Network and currently provides funded nursery education to four children.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children have their health needs closely met. A clear procedure should a child require medication to be administered is carefully followed in practice. This ensures that parents and carers give prior written consent. Children's health and well-being are strongly promoted, for example, through the sensible hygiene procedures taken before food is served. Children readily follow hand-washing practises as they are well supported to do so by the childminder. Children are regularly checked that they are comfortable. The childminder has a scrupulous nappy changing procedure to avoid cross-infection, including the use of disposable gloves and of wet wipes. Children are given time to role-play the procedure with dolls before it is their turn to be changed. They learn about the hygienic routines, change the dolls nappies carefully and use wet wipes for their own hands. Children enjoy the close interactions they have when their physical needs are attended to and are relaxed and find nappy changing fun. The childminder consistently ensures that all children wearing glasses have them comfortably in place and functional. She provides plenty of praise to promote confidence and a positive self-image.

The childminder effectively consults with parents to ensure dietary preferences are identified. She ensures that children have healthy meals and a varied diet according to the stated preferences. The childminder is flexible and parents are able to supply snacks and packed lunches if they prefer. Drinks are made regularly available.

The childminder makes discerning use of childminding and toddler groups and of visits out. Children are provided with suitable opportunities for physical exercise that contribute to their good health. The childminder makes reference to the Birth to three matters framework when considering the physical developmental needs of babies and young children and the Foundation Stage guidance, for older children. Children practise control and coordination of their bodies inside the home. They move freely around as they negotiate furniture and each other whilst happily pushing dolls prams during role-play. Outside, for example at the local park, they practise large muscle control skills as they run, hop, climb and swing.

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

The provision is good.

Children are cared for in an environment that is well maintained, child-friendly and very safe. Risks of accidental injury to children are minimised, because the childminder has effective measures in place to reduce the possible risks to children. Electric socket covers are in place. Stair-gates prevent children from straying into areas unsupervised. The childminder is mindful of children's safety at all times. The building is always kept secure and access to it is closely monitored. The childminder pays close attention to detail. A written risk assessment has been carried out for the large trampoline in the garden. It's use is supervised and controlled. The rules governing it's use are on display in the kitchen to remind children.

The childminder has made her home very welcoming to children. The lounge and dining room provide very appropriate space for children to play in comfort. A good range of safe toys and

play materials are put out in readiness for children, including larger toy items. There is a good variety of resources that are appropriately matched to the stages of development of children. Children exercise choice as resources are freely accessible. The garden has a good range of safe play equipment.

Children have their welfare effectively safeguarded. The childminder has a clear understanding of her responsibilities in regard to the protection of children. She has a good awareness of the possible signs and symptoms of abuse and has a clear understanding of the child protection procedures to follow.

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

The provision is good.

Children are well cared for and enjoy a warm and supportive relationship with the childminder. Her encouragement and praise for children's efforts contribute to children's sense of self-esteem and their positive attitude to learning. The childminder provides plenty of physical contact and cuddles, particularly when children arrive. As a result children quickly settle and are helped to feel secure. They have their needs closely met as there is a good exchange of information with parents. A daily diary provides comprehensive information about the child's day and this contributes directly to the continuity of care for children. The childminder has a clear understanding of child development and makes some reference to the Birth to three matters framework when considering and planning for the developmental needs of babies and young children. Recording of young children's day-to-day progress is shared with parents but not in this format and not formalised. Children make good general progress because the childminder provides a balanced range of stimulating activities and play opportunities that support their all round development.

### **Nursery Education.**

The quality of teaching and learning is good. The childminder has a secure awareness of the Foundation Stage curriculum. She plans for children's learning through weekly activity planning sheets and also places particular focus on one area of learning for each child each term. Observations of children's general progress is linked to the stepping stones of the Foundation Stage curriculum and covers each of the areas of learning. Written observations contribute to each child's individual learning profile record. The learning profiles have some imbalances in the recording between the areas of learning, however, the system for recording and evaluating activities leading to the observations of what children have learnt is currently under review. The childminder demonstrates her knowledge and understanding of how children learn through her good interactions with funded children. She asks open ended questions to extend children's knowledge and to prompt their language development.

Children make good progress because they experience a broad range of play experiences to promote their learning and development. This includes child-initiated and adult initiated play. The childminder achieves a well-balanced range of activities for children through activities both within the home and in other settings. Children benefit from the additional activities and from the opportunities for them to mix with others of the similar age. They experience both small

and larger group activities and develop their communication skills as they have many opportunities to practise language skills throughout the day.

Children have good opportunities to express their creative ideas, for example, children gain rich experiences from an activity with play dough. They knead, shape and roll out the mixture and explore the different textures with relish. A child squeals with delight as she handles the 'sparkly' dough bracelet she has made. The childminder provides good resources that capture their interest and imaginations. A child chooses to decorate the dough cake she has chosen to make with glitter, glass beads, semolina and sparkling animal shapes. She proudly shows those present what she has made. Children explore paint using a number of different mediums and materials.

Children begin to have a concept of number. They spontaneously count through out the day in a variety of situations. They count such things as animals figures, pieces of puzzle and mega blocks. A three year old begins to use mathematical language in conversation about toys. A four year old explores capacity as she pours glitter and other materials from container to container during a creative activity. She counts and names different shapes and extends her knowledge of the shapes less familiar to her by confidently asking questions.

Children clearly enjoy and benefit from the good access to books. They spontaneously sit together to look at and handle books as well as enthusiastically ask for stories to be read to them. There are frequent visits to the library and regular story telling sessions. Children enjoy a good number of opportunities for imaginative play. They use dressing up materials to play nurses and role-play looking after sick children using dolls. A child chooses to use bright plastic shopping bags in a simple role-play of a shopping trip. They create imaginary worlds with dinosaurs and farm animal figures.

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

The provision is good.

Children clearly benefit from the warm interactions with the childminder and the friendly and emotionally secure environment that she has creates for them. They are happy, relaxed, confident and behave very well. The childminder provides positive attention and uses language very skilfully to reinforce positive behaviour.

Children are offered choice and have their preferences respected. They have a good range of toys and other resources that promote a positive view of the wider world. Some activities are specifically planned to contribute to children's growing awareness of diversity, for example, the celebration of the festival day of Chanukah. All children have equal access to all toys and activities. The range of experiences foster their spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Parents and carers report very positively about the care provided and the approachability of the childminder. Parents and carers are given regular information about the topic areas covered and about their child's learning. Children benefit from the good partnership that the childminder has with parents, carers and other professionals. The childminder ensures that parents and carers are fully consulted and that their consents and permissions are comprehensively gained. Parents and carers are kept well

informed about their child's day. Discussion with parents and carers and a daily diary provide a good exchange of information that contributes directly to the quality of care provided. The childminder has a strong awareness of children's home circumstances. Children have their individual needs closely met. The childminder provides a news letter for parents and carers each term.

The childminder is aware of special needs issues and has previous experience of working with children with special educational needs although none currently attend. She ensures that she has a clear understanding of the individual needs of each child and works closely with parents and others to ensure that children are well supported and have their needs met.

### **Organisation**

The organisation is good.

The childminder organises her time, space and resources very well to meet the needs of children. Children are at ease in the well organised environment and are confident to initiate and extend their own play and learning. Comprehensive policies, procedures and other documentation are used very effectively to promote the welfare, care and learning of all children, for example, there are clear policies and procedures for dealing with accidents should they occur and parents are kept fully informed. The childminder has a clear understanding of the National Standards and interprets these in the best interests of children. Parents and carers are fully consulted.

The childminder shows good commitment to extending her own professional development and practice, for example, through the training she has undertaken. She has begun to make use of the Birth to three matters framework to plan activities and play opportunities for younger children. As a result, younger children make general good progress in all areas of development. She states that she wishes to develop her practice in this regard. She has a very good understanding of how children learn through play and of their individual developmental needs.

The childminder has a secure knowledge of the Foundation Stage curriculum and continues to develop her practice. The quality of her interactions with children combined with this knowledge ensure a balanced range of activities and play opportunities for funded children. Children appear to be happy, settled and to enjoy their time with the childminder. Overall, children make good progress in all areas of development, given their starting points.

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

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

At the last inspection it was agreed that information would be more regularly up-dated to make it current. Since that time the provider has developed a system to review policies, procedures and children's individual records so that they are kept current.

### **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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- extend the system for recording children's development in line with the Birth to three matters framework

#### **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 the use of observation and assessment to more effectively track and record individual children's progress across all areas of learning

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