



Inspection report for early years provision

Unique Reference Number	403261
Inspection date	30 January 2007
Inspector	Janet Maria Moutter
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 2001. She lives with her husband and two adult children in Shrivenham in Wiltshire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children under five all day and three children over five before and after school. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has goldfish in the garden.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because the childminder follows highly effective procedures and practices which meet the children's physical, nutritional and health needs. The exceptional adult support and guidance helps children gain an excellent understanding of hygiene and a real desire to become increasingly independent in their personal care. While the childminder has extensive medical history and is a fully qualified practice nurse, she does not have a paediatric first aid certificate. This is an Ofsted requirement. In this provision there is no impact on the children's welfare and the childminders ability to provide appropriate first aid on a child should the need arise.

Children explore, test and develop physical control in stimulating daily indoor and outdoor experiences. The childminder has a keen knowledge of Birth to three matters. Her excellent understanding of each child's stage of development means the youngest children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. For example, the three under two year-olds are very busy with their morning routine which includes both indoor and outdoor play. After their midday meal the children have adapted to the sleep routine established by the childminder and they quickly prepare themselves for their rest. They choose their comforters and soft warm blanket to snuggle under and two were asleep straightaway while the third needed that extra comfort of the reassurance and closeness of stoking and patting some very young children prefer. Older children develop a positive attitude to physical exercise. They delight in the challenges of a versatile range of activities, such as the chance to use the park on the way home from school, which they tackle enthusiastically.

Children help themselves to easily accessible drinking water throughout the day and enjoy fresh fruit and vegetables at snack time. Lunch meals are provided by the parents, this enables the childminder to take account of the individual and cultural needs of all the children in her care. Older children are able to talk about 'good' and 'bad' foods; while the early morning starters at this childminder's are provided with breakfast and if the parents wish and evening meal.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Risks of accidental injury to children are minimised because the childminder is extremely vigilant and uses thorough risk assessments to reduce potential hazards. She has an excellent understanding of how to achieve a balance between freedom and setting safe limits, and how to involve children effectively in organising their environment. For example the three children under two cared for, have safety harnesses that allow them to sit at the kitchen breakfast bar with the older children, when present. When not sat at the table they freely move into the large playroom to re-arrange and explore the toys and equipment. When the children are out with the childminder, road safety procedures are practised by the children. This allows children to learn some sense of danger and knowledge about how to protect themselves from harm.

Children use high quality equipment appropriate to their age and stage of development. Those with special needs and those learning English as an additional language are safe and fully included because of the sensitive adult support and well-planned adaptations to resources and activities. All the children are taught to sign, so that all the children are included in the conversations and play. This encourages the children to consider others and to raise awareness of hazards such as tripping over toys. Children are included in the routine tidy up procedures. Regular communication with parents contributes to children's safety as the childminder is able to discuss boundaries and limits in line with wishes. For example risk assessments ensure that positive steps are taken to promote safety within the setting and on outings and ensure proper precautions are taken to prevent accidents.

Children are very well protected by the childminder who has a clear understanding of child protection policies and procedures and she gives top priority to the children's welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The minded children are extremely happy, fully engrossed and highly valued. The children are offered a caring environment with warmth and affection demonstrated through cuddles and smiles. Time is spent usefully with very good levels of adult interaction during all activities. For example, the childminder supports the children to join in stories and select items from treasure baskets and draws filled with materials of varying textures. Choice of activity is encouraged through imaginative use of laminated photographs depicting play resources and activities. The minded children are able to explore the wide range of toys on offer. One child's choice of activity was to turn the lidded beaker of water and shake it on the table and then wipe it up with a cloth. The child was having great fun wetting and drying different surfaces. While another child prepared a snack to spoon feed a dolly who was safely sitting in the highchair. The third child was busy vacuuming until this child thought the wetting and drying seemed like more fun but, then there was a difference of opinion between the two children. Everyday items are used to extend the minded child's awareness of daily routines and progression through the day. For example, a plastic sandwich box was filled with water and bubbles to encourage each child in turn to wash their hands after playing with the play dough. The water was replenished for each child and they each played with the water and wiped their own hands differently before getting down to begin to settle for a nap. Consistent tested routines give the children links with activities that form part of the daily programme, while allowing them to be confident and become skilful communicators.

Activities and outings are well planned to extend the child's development and understanding. Constant praise is offered for 'good sitting' and 'good listening'. Sensory activities form a large part of the planned activities with the children benefiting greatly from the opportunity to explore paint, music and texture. For example, the children derived great pleasure from playing with the play dough which they rolled, poked and cut, the childminder provided cutters and one child made a cake with candles and a glue stick all by herself.

Interesting outings within the town introduce the child to the local community. Visits to toddlers, the library and community centre in the village extend the child's awareness of life. Development and progress are imaginatively monitored through on-going contribution of examples of art

work to an individual scrap book. Individual routines are clearly documented to ensure care needs are successfully met. The minded children benefit greatly from the childminder's extensive experience in signing and special needs care and her ability to plan for new experiences and encourage practise of skills as their emerging language progresses.

Helping children make a positive contribution

The provision is outstanding.

The excellent partnership that has formed with parents contributes significantly to a child's well being. Detailed written policies and operating procedures are shared with parents to ensure they are fully conversant with how their child will be cared for. The partnership with parents gives the child confidence to form secure and happy relationships with the childminder. Parents provide and receive detailed verbal and written information regarding their child's progress, routines, activities and individual needs and preferences. All children are welcomed and play a part in the provision because the childminder values and respects their individuality and the family context for each child.

Each child develops awareness of appropriate behaviour through understanding of tone of voice and extremely effective and very frequent use of praise for every effort. The behaviour of the children present at this inspection was appropriate and unique to children soon to become two years old. The childminder supports these children in their learning to share and take turns. The childminder has high expectations and sets consistent boundaries for all the children in her care which helps them learn to negotiate with each other and take responsibility for their own behaviour. Children's understanding of right and wrong is increased as they respond to gentle reminders to care for their environment, the childminder's resources and each other.

Parents' views about their child's needs and interests are actively sought before the child starts at the setting, and on a regular basis throughout their time there. The childminder ensures that all parents know how their children are progressing and developing. Children benefit greatly from the involvement of their parents in projects which contribute to their good health, safety, development and learning.

Stimulating activities in the home and outings to the local community maximise the child's understanding of the wider world. For example, outings to the local library and to the town extend understanding of other people and places beyond the world of home and the childminders house. The child's individual special needs are very well met. The childminder's wide experience in special needs care and education is used effectively to provide a stimulating environment centred around the needs of the child. The childminder works very effectively with parents and other professionals. The care she offers promotes the best outcomes for the child in terms of individuality, inclusion in society and development of physical skills and understanding.

Organisation

The organisation is outstanding.

Children's care is greatly enhanced by the exceptional quality of organisation and the management of the Birth to three matters framework.

The premises are well organised. Indoor and outdoor space is laid out to maximise play opportunities for children. All legally required documentation which contributes to children's health, safety and well-being is in place and is annually reviewed.

Children benefit from a highly qualified childminder whose conditions allow her to use an assistant. Policies and procedures have been developed to ensure the smooth and consistent operation of the childcare. Regular reflection and monitoring of practice ensures the care remains of extremely high quality and exceptionally well organised. New ideas are explored and implemented to promote the welfare, care and learning of the minded child through attendance at training. The childminder highlighted an improvement to her knowledge by attending the new 'Forest School', training. The impact for the children would be in the childminder's ability to extend all the children's learning experiences with fun ideas for outdoor activities. Comprehensive documentation contributes to children's health, safety and well-being. It meets all requirements of registration. Children benefit enormously from the childminder's dedication, enthusiasm and commitment to on-going improvement.

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 1 April 2004 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):

- further extend training to include forest school outdoor training, to improve outside play

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