



Inspection report for early years provision

Unique Reference Number	302795
Inspection date	25 January 2007
Inspector	Hilary Mary Mckenning
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 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 June 1999. She lives with her husband and two children. The family live in a house in Wombwell, near Barnsley. They are close to schools, shops and parks.

Children access the whole of the ground floor, bathroom facilities on the first floor and basement play room. There is a fully enclosed area for outdoor play. The childminder may care for six children at any one time and is currently caring for nine children on a full and part time basis. There is one child receiving nursery education funding.

The childminder takes and collects children from the local school. She meets regularly with other local childminders and is a member of the National Childminding Association and the local sponsored network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children experience a wide range of challenging physical activities. Regular visits to parks and activity centres allow children to develop their all round physical skills. For younger children, there is a good range of everyday objects to squeeze and hold, to encourage exploration. Older children are aware of the effects of exercise on their bodies, as they ask for drinks saying, 'I need a drink to put the juice back in my body'.

Children learn and understand the importance of good personal hygiene through consistent daily routines. Children's awareness of germs is developed through discussion and topics. They have their own hand towels with their individual pictures. Children are aware of their individual picture and that of each other. This provides positive steps for good healthy practices which help to prevent cross infection. Children are increasingly independent in their personal care. For example, children know that they have to wash their hands after using the toilet and before and after eating. Effective procedures are in place for when children become ill and detailed recordings are up to date for accidents.

Children enjoy a good range of healthy meals, snacks and drinks, as the childminder works effectively and flexibly with parents, addressing their wishes. For example, some parents choose to provide packed lunches while others have meals prepared by the childminder. Mealtimes are an opportunity for children to enjoy a social time and converse with each other. The childminder maximises opportunities for learning and positive interaction as they discuss what they are having and why. This contributes significantly to children's understanding of a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, child-friendly environment. Positive steps are taken to ensure children are able to move around play areas independently. Potential hazards are identified and effectively addressed, in order to maintain a secure environment both indoors and out. For example, a health and safety checklist is completed regularly. Effective fire precautions are in place, fire exits are clear of obstructions and fire evacuation plans are displayed. Children learn about fire safety and they are familiar with the procedure to follow as they practise the emergency evacuations regularly. Appropriate safety equipment is used and written safety procedures are in place.

Children are protected from harm because the childminder has a good knowledge of child protection issues and guidance in line with the Local Safeguarding Children Board guidelines. However, these do not include full contact details of the regulator.

Resources are presented well and are easily accessed allowing children to make choices in a safe manner. Children's toys and equipment are carefully monitored to make sure they remain safe and appropriate for their age and stage of development. Children have sufficient space to

move around easily in both indoor and outdoor areas. Resources are stored at child height allowing children good opportunities to make independent choices safely.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and comfortable in the childminder's home. They are eager to participate in the wide variety of activities available. Time is given to children for their pace of learning as they make connections with the environment and toys. Good positive relationships are developing with the childminder, due to the high level of support the children receive. This increases children's sense of trust and self-esteem. Effective use of the 'Birth to three matters' framework ensures activities for children under three years are stimulating and achievable. Babies laugh and giggle with delight as the childminder reacts to their responses, showing they have a warm relationship. They develop independence as they choose from the varied selection of toys placed at their level. They enjoy many pleasurable experiences. For example, as they play and have fun with the musical toys. The childminder responds skilfully to babies, encouraging their early communication skills as she provides many opportunities for face-to-face interaction and repeats words. Children experience a wide range of interesting outings and develop new skills.

Activity plans are displayed and shared with parents. A daily diary records the children's activities and keeps parents informed. The childminder is highly skilled in encouraging vocalisation and taking part in early 'conversations'. For example, young children indicate toys and activities they want to play with and the childminder responds by getting children to converse with her. She enthusiastically follows the babies' lead as they explore their environment, people and resources.

Nursery Education.

The quality of teaching and learning is good. This ensures children make good progress in all areas of learning. The childminder has a good knowledge and understanding of the early learning goals. She is enthusiastic and works to provide a varied and interesting curriculum for children. Children are motivated to learn through activities which are planned to capture their imagination and interest. They are confident and assured to work and play independently and with each other. Children behave very well and show awareness to the needs of others.

Children are very good communicators. They use language effectively for a variety of purposes throughout the day. For example, at lunchtime they readily initiate conversations to talk about the morning's activities and count the raisins on the plate. However, there are few displays that show words, to enable children to develop an understanding that print carries meaning and enable more able children to practise writing for a purpose.

Children have good counting skills. They are introduced to number in focused activities and every opportunity is exploited to consolidate their mathematical awareness and concepts in everyday activities.

Priority is given to getting to know children and their families well. The childminder gains a beneficial understanding of children's interests by talking to parents and observing children as they play. Regular assessments of children's progress through the stepping stones, provide a clear picture of their progress for parents. This information is used to plan appropriate challenge and the next steps for children. Planning is flexible to respond to children's interests. Good use of open-ended questions develop children's thinking, stimulate curiosity and encourage them to use their imagination. Overall children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern as the childminder values their individuality and works effectively to meet their needs. This is as a result of the childminder taking time to get to know the children and their families. Children are very happy and content, as they are familiar with daily routines. They are showing a strong sense of belonging and form good relationships with each other. This results in children being independent and feeling safe and secure, through which they develop self-confidence and healthy self-esteem.

Children are beginning to understand the expectations for their behaviour. Strategies for managing children's behaviour are consistent to take into account the children's level of understanding. Children respond well as they receive lots of praise and a high level of individual support. Children are given clear guidance and as a result, they are aware of what is expected of them and are learning right from wrong in a warm and caring environment.

Children's spiritual, moral, social and cultural development is fostered. Children play harmoniously together, as they are aware of their own needs and show consideration for the needs of others. For example, older children assist younger children when dressing the dolls. Children have access to a wide range of resources to raise their awareness of diversity. They are beginning to learn about cultures and countries through planned topics and can discuss the school day of children of Japan.

Partnership with parents and carers is good. Parents are confident to discuss all aspects of their child's care. Parents receive good quality information about the provision including daily diaries and regular newsletters. Information is shared effectively to keep parents well informed. Children's development assessments are regularly shared with parents and discussions about children's activities and achievements take place daily. Children clearly benefit from the positive partnership that has developed with parents, which contributes to the children's well-being and development, enhancing and enriching their experience.

Organisation

The organisation is good.

Children are happy and at ease in the childminder's home which means they are confident to explore the environment and toys. Space is used very effectively to maximise play opportunities for children and meet their individual needs and routines. Children are able to relax, play and move around freely. Documentation is in place and stored to maintain confidentiality. The

majority of the required records are in place to promote the welfare, care and learning of the children.

Leadership and management is good. The childminder is enthusiastic and displays an impressive commitment towards ongoing training. Children's experiences are enhanced as the childminder uses training opportunities to widen her knowledge and understanding of relevant practices. She has completed several childcare courses and identified training to further develop her practice. The childminder has a clear vision for the service she offers and a strong focus on the personal development and achievement of all children. Good relationships with the parents have been established. Children's daily written records are in place which enables them to progress in their areas of development. They are shared with parents to keep them informed about the service and how it contributes to the care of their children. There is a review system in place to ensure that all documentation is up to date and shared with parents. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection, the childminder was required to update her knowledge of child protection issues. She has attended further training and has the current Local Safeguarding Children Board guidelines. She demonstrates a clear understanding of her responsibilities within child protection issues, and now has a system in place to record any concerns, although this does not include details with regard to informing Ofsted.

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

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

- update child protection procedures to include the contact details of the regulator.

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):

- extend opportunities for more able children to practise writing skills and promote understanding that print carries meaning.

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