

Mrs Sarah Ann Ray

Inspection report for early years provision

Unique Reference Number	112601
Inspection date	15 March 2007
Inspector	Tonia Chilcott

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.

the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 1995. She lives with her husband and three school-age children over eight years in Eastleigh, Hampshire. The whole of the ground floor is used for childminding and children have supervised access to the first floor of the home, and there is a fully enclosed garden for outside play. The childminder attends the local parents and toddler groups, takes children to the local library and takes children to the local parks.

The childminder is registered to care for six children at any one time and is currently minding six children aged under eight years, on a part time basis. The childminder is an accredited member of the National Childminding Association Hampshire Cluster Childminding Network, although currently she does not have any children in receipt of funded early education. The

childminder has an NNEB qualification, and NVQ Level 3 in Early Years Care and Education. She is a member of both the National Childminding Association, and the Southampton Childminders Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's good health is exceptionally well promoted by the childminder. Children, from a young age, quickly learn to wash their hands before eating. They confidently find their individual, colour coded, flannels and towels, and often wash their hands with little or no support needed from the childminder. Children benefit from the childminder's excellent understanding of good practice and the well written policies and procedures, which she thoroughly understands and implements conscientiously. For example, each child is provided with individual cups to ensure that the risk of spread of infection is minimised. Each cup is a different colour and is used consistently by each child throughout their time with the childminder; consequently, children easily identify their own, and other children's cups, both on a daily basis and whilst looking at photo's of one another from the past. Children's health is further promoted by the exceptionally well organised records that are maintained by the childminder. Details of accidents involving children are recorded promptly and accurately and allow the childminder to assess the incident and identify how it could be avoided in the future.

Children thrive because the childminder has a sound understanding of their individual dietary requirements and personal preferences. Highly effective procedures are in place to ensure that children are provided with meals that meet their dietary needs, without individualising them from other children. Parents are able to supply meals and snacks should they prefer, and are also encouraged by the childminder to provide healthy options to their child. Children thoroughly enjoy sitting up to the table to eat together, chatting to one another throughout.

Children's physical development is well promoted by the childminder. Children have ample opportunities to develop their physical skills, such as climbing, balancing, running and jumping at the local parks and in the enclosed, secure garden. They negotiate space well whilst playing with one another in the garden. Children have many opportunities to use tools such as scissors throughout the daily routines.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and comfortable in the very well arranged and secure, child friendly environment. A wide range of posters and examples of children's work are displayed within the home, which contributes greatly towards the warm and welcoming environment. An enormous range of exciting and stimulating toys and materials are available to children. The childminder's careful consideration of the storage and presentation of toys, allows children to confidently make choices safely and again, contributes to the warm and welcoming environment.

The childminder promotes children's safety to a high standard, by following her well written and considered safety policies and procedures, throughout the daily routine. For example, children quickly learn the procedures to follow when practising the fire drill. They learn to 'stop, drop and roll' when leaving the home during a fire practise and their learning is further promoted about fire safety when looking at books and stories about fire drills.

Space is used well, most of the time, to allow children to play safely and freely. However, very occasionally, older children play boisterously with balls in the garden, in close proximity to younger children, thus posing a small risk. Children are very well protected by the childminder, who has a thorough understanding of child protection and the procedures to follow should a child be identified as at risk. The childminder's commitment to updating her understanding of child protection, by attending various training events, further enhances children's safety.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children flourish whilst in the care of the childminder, where they access a wide range of stimulating learning experiences. The childminder knows the children well and responds to them sensitively throughout the day. As a result, children are happy and settled in the childminder's care. Younger children are extremely well supported by the childminder who uses the Birth to three matters framework very well, to provide a range of exciting activities and experiences, that the children enjoy and enable them to develop further. Children laugh and giggle throughout their time with the childminder. Younger children thoroughly enjoy singing and listening to music sitting on the floor with the childminder and joining in with the actions to music and rhymes. For example, they laugh and giggle whilst sitting with the childminder, pretending to be rowing boats whilst singing 'Row, row, row your boat'.

Children learn to share and take turns throughout the day, whilst taking part in a range of activities. The childminder talks to children throughout the day about sharing and the need to take turns whilst playing together. Children's understanding and imagination is promoted well throughout by the childminder. For instance, when younger children show an interest in caring for babies, the childminder provides them with a wide range of toys and resources within the 'baby bag' and dolls, that allow the children to look after their 'babies' in the same manner as the childminder.

Children enjoy books and learn how to handle them correctly. The childminder gently reminds the children about the correct way to handle a book, turning the pages, whilst sitting with the children, to look at the library books that they have borrowed. Children learn to recognise colours, for instance whilst threading. Younger children confidently match the orange thread with the orange shapes available to thread and create, or talk about colour and texture whilst playing with the scarves and fabric samples that are readily available.

Nursery education.

There were no children receiving funding for nursery education on roll at the time of the inspection, however, evidence suggests that the quality of teaching and learning is good. The childminder has a thorough understanding of the Foundation Stage, and how children progress

through the stepping stones. Children are likely to respond positively to the available learning opportunities that the childminder plans, taking into account the children's individual needs and identified next steps in learning. Displays of children's work, alongside photographs of them engaging in interesting activities enable children of all ages to develop high self esteem. Funded children who previously attended the setting, had many opportunities available to them to learn to share and take turns. Highly effective planning systems and evaluations of children's progress, maintained by the childminder, suggest that activities were provided that the childminder was aware would be enjoyed and favoured by the funded children and enable the children's concentration to be developed further. For instance, whilst playing with the pairs game, or dry sand, records of progress highlight that children concentrated for extended periods of time.

Effective planning and record keeping, highlights that funded children accessed a wide range of planned activities to extend their learning in all areas of development. For instance, children's assessment records highlight that children confidently recognised written letters and had many opportunities to practice writing. This is further supported by examples of children's work available that show children's attempts to write their own and their families names. Plans and assessments of children's progress highlight that children were beginning to use mathematical language within their play, such as bigger than, smaller than, more than and less than. Younger children currently access a wide range of toys and materials to support their learning about simple IT. Planning and children's assessments, relating to children previously in receipt of nursery education funding, suggest that funded children also had many opportunities available to them to access similar equipment to develop their learning relating to simple IT. Children of all ages, including those previously in receipt of funded nursery education, learn about the cultures and beliefs of others through a wide range of activities and resources. For instance, plans suggest that children took part in and enjoyed activities such as tasting foods from different countries and looking at the difference in texts whilst looking at books.

Comprehensive planning and evaluation of children's progress is in place for both children previously in receipt of funded nursery education and younger children, relating to the Birth to three framework. The childminder's effective questioning and encouragement with both younger and older children, suggest that children in receipt of nursery education would be extended equally as well. Plans and assessments clearly highlight children's next steps in learning and how this learning will be extended further. The childminder continues to assess the systems for planning and assessment of children's progress and the curriculum in order to enhance the current good practice.

Helping children make a positive contribution

The provision is outstanding.

Children learn about the wider world through a range of different activities and whilst accessing the wide range of materials and resources available that promote positive images. For instance, photographs are displayed around the home, showing celebrations taking place in relation to Chinese New Year. Children access a wide range of activities that are planned to allow their learning to be extended relating to the wider world. For example, children talk about the

different texts that are used in different books and use and discuss a range of musical instruments from different ethnic backgrounds.

Children behave impeccably in response to praise and encouragement from the childminder. They quickly learn the routines and expectations for behaviour whilst in the childminder's home. For instance, younger children are very aware of the areas of the home that are not accessible to them and make no attempts to enter such areas. Children with identified learning difficulties and/or disabilities are very well supported by the childminder. A wide range of written information is available to support parents, should their child be identified as having learning difficulties and/or disabilities, and also to enable the childminder to extend her knowledge.

The partnership with parents is outstanding. Parents receive high quality information about the childminder's aims and objectives, the resources used and the activities and the planned curriculum provided to children of all ages. Children's spiritual, moral, social and cultural development is fostered. The Foundation Stage and Birth to three are covered in detail, within the prospectus and ensure that parents are provided with an overall view of the educational programme provided for their children.

Parents are exceptionally well informed about their children's individual progress. The childminder completes daily written diaries for both younger children and those in receipt of nursery education. Regular assessments of children's progress towards the six areas of learning relating to the Foundation Stage, are shared with parents, and ensure that parents remain fully up to date with their children's progress. Parents have many opportunities and are actively encouraged to share what they know about their children. They can make written comments in their children's records or diaries at any time and discuss their children's progress on a daily basis. Feedback is sought from parents by the childminder, and the information gained is used to improve further. Parents comment that they have seen their child develop and make good progress whilst in the care of the childminder.

Organisation

The organisation is good.

Children benefit from the well thought out and planned environment. Indoor space is used very well, allowing children room to play comfortably and freely in defined areas, whilst being supervised at all times. The childminder has a comprehensive range of thorough and clearly written policies and procedures that are used to effectively promote the welfare and development of all children and are shared regularly with parents. They are used to keep parents fully informed about their child's time with the childminder and the child's development. The childminder has an excellent awareness of the documentation that she needs to maintain and ensures that all are up to date and accurately completed, ensuring that children are safe and cared for appropriately at all times. Effective systems are in place to evaluate and monitor the educational provision and activities, ensuring that all areas of learning are consistently planned and that children receive a balanced programme. Excellent systems are in place to record details of children's progress towards both the Foundation Stage and Birth to three frameworks and are shared with parents on a regular basis. The childminder shows a clear commitment to improvement, which is evidenced through the vast array of training that, continues to be completed. Regular and informative observations of children's progress and achievements are

completed and the information used well to plan the curriculum and identify children's next steps in learning. Overall the provision meets the needs of children for whom he provides.

Improvements since the last inspection

At the last inspection, the childminder was asked to obtain parents written consent to seek any emergency medical first aid or advice in the future. Written permission is now in place for each children, allowing the childminder to seek emergency treatment, thus ensuring that children receive appropriate treatment in an emergency.

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.

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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):

- consider the arrangement of equipment in the garden to allow children to play more boisterously, whilst minimising the risk of possible injury.

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 current systems of planning and assessment of children's progress, in order to continue to improve current good practice.

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