

Inspection report for early years provision

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<b>Unique Reference Number</b>	112428
<b>Inspection date</b>	08 June 2007
<b>Inspector</b>	Heidi Wilton
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The childminder has been registered since 2001. She lives with her partner and four children on a farm on the outskirts of Marchwood. At the time of the inspection she is caring for 15 children under the age of eight on a part-time basis, and five of these children are in receipt of funding.

The ground floor of the house is used for childminding and a bedroom and the toilet facilities upstairs are also available. Children sleep in cots in the upstairs bedrooms. There is a fenced in area of the farm grounds for children to use for outside play. Family pets include dogs, cats and a parrot.

The childminder is a member of a childminding network and is accredited to accept nursery education funding. 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 contamination because the childminder and assistants use good hygiene procedures. They wear aprons when preparing meals, store foods appropriately and clean work surfaces with anti bacterial cleaner. The assistants and childminder use robust procedures for changing children's nappies to further ensure children are protected from cross infection. Children are reminded to wash their hands after touching the animals, using the toilet and before eating meals. They demonstrate a good understanding of the need to do so stating "we wash away the germs". Children's needs are well catered for as the assistants change children's clothes if they become wet.

The childminder has a clear sick child policy which she shares with parents from the outset to ensure they are well informed about incubation periods. She has obtained written parental permission to seek emergency medical advice or treatment for all the children. This ensures children are cared for in an emergency without delay. Accident and medication records are completed accurately ensuring children are kept safe and parents well informed.

Children socialise together at meal times, talking and giggling with each other. The childminder provides meals for the children and has obtained a food hygiene certificate to ensure she is knowledgeable about good procedures to follow when preparing and storing foods. Children enjoy a mid-morning snack of toast and juice and freshly prepared sandwiches and fruit for lunch. The childminder and assistants talk to the children about the healthy benefits of the foods.

Activities promoting children's physical development are a real strength for the childminding provision. Children spend much of their time playing outdoors bringing many indoor activities outside. They have fun bouncing up and down on the trampoline and enjoy climbing the steps of the soft blocks. Children laugh excitedly as they crawl through pop-up tunnels and enjoy climbing the bars of the climbing frame. They become animated as they interact to familiar songs, moving and bending their bodies to the music. Children enjoy many outings to local places of interest as they go to local markets and country parks. They have fun on nature walks as they help each other to build wigwams out of large sticks and leaves.

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

The provision is satisfactory.

Children move freely within the downstairs environment and outside area and are supervised by the assistants and childminder. The garden is enclosed and the gate to the garden has a high bolt to ensure children cannot leave the area. The farm animals are kept within designated areas to ensure they do not access the enclosed area for the children. The childminder keeps to correct adult to child ratios to ensure children are kept safe.

The childminder and assistants practise the fire drill with the children monthly and they talk to the children about the importance of fire drills. They use a checklist daily and observe the inside and outside environment for potential hazards.

The childminder transports children in the mini-bus when going on outings or collecting children from school. She uses safety equipment such as car seats to ensure children are safe when being transported. Babies and children sleep in appropriate cots and bedding is washed to ensure cross contamination is prevented. However, children are not fully protected as the childminder has no systems in place to ensure visual checks are conducted during the time they sleep.

Children are protected as the childminder has a sound understanding of child protection procedures. She is aware of how to record signs and symptoms and where to make referrals.

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

The provision is satisfactory.

Children arrive happy and settle at the childminder's. Children who are unhappy because mummy has left are given a cuddle to help them feel happy again. Parents are offered settling-in visits when their child first starts at the childminder's. This helps the child to feel safe within the environment.

Children enjoy the swings and clap their hands to familiar nursery rhymes. They push themselves around on toy trucks and cars with their feet and crawl on their tummies through pop-up tunnels. The childminder provides activities such as artwork, singing, dancing, puzzles and free play for different ages of children. The childminder and one of her assistants have recently attended the Birth to three framework training. They are in the process of developing an assessment system to use with the children under three.

Children can relax and rest on the sofa as they read a book or have a sleep. Young children and babies' sleep routines are respected as they sleep in cots in the childminder's upstairs bedrooms.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. The childminder plans termly topics for the children and summarises briefly what activities are planned for the different areas of learning. These plans are displayed so parents can see what activities the children are doing. The childminder evaluates the activities giving a brief summary for each child. There is a lack of observations of the children's development and assessment systems do not clearly identify children's achievements and next steps in learning.

The childminder and assistants have developed bonds with the children and know them well. Children know the routine of the day and what to expect. Older children are kind towards their younger peers, for example, they help them to climb the steps to the trampoline. The childminder and assistants interact with the children at child level encouraging them to communicate things that are important to them. They listen to stories and sit together pointing at the pictures.

Children have limited opportunities for emergent writing within the role-play areas and everyday activities.

Children count the black tyres as they jump through the holes and count the cups and plates at mealtimes. The assistant encourages children to count how many bounces they achieve on the large trampoline. Children have a lack of opportunities to become involved with activities to develop their concept of weight and measure within their everyday play environment.

Children gain an interest in the world around them. They look at the goslings and gain a sense of time as they watch the process from being an egg to hatching and become a baby gosling. They have opportunities to explore the farm environment and learn about the names of the different animals and what they like to eat. Children use their imaginations as they use the climbing frame as a spaceship, sitting at the top turning the steering wheel attached to the frame. They make sounds with the musical instruments and engage in different art and craft activities.

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

The provision is satisfactory.

Children use toys and books which reflect diversity. They dress up in costumes which foster an understanding of different cultures. They are treated as individuals and join in with activities to develop an understanding of different countries. The equal opportunities policy is shared with parents to ensure they are informed. Children with learning difficulties and/or disabilities are welcomed into the setting. The childminder and assistants work with parents and outside agencies to develop strategies to help the children.

The childminder and assistants demonstrate a sound understanding of dealing with children's behaviour. They all use positive language, distraction methods and talk to children at child level to help them resolve what is making them unhappy. The childminder shares the behavioural policy with parents and communicates with them to ensure the same methods are used both at home and the childminder's. Children's spiritual, moral, social and cultural development is fostered.

Parents are happy with the provision provided and state their children love coming to the setting. They are pleased their children have playing time outside and time to be active in the fresh air. Parents gain verbal feedback at the end of everyday and they all know they can speak to the childminder and assistants at anytime. Parents are aware of routes to follow should they have a concern. The childminder keeps a log of concerns although some information is not kept confidential.

The partnership with parents and carers is satisfactory. The childminder goes to parents' homes every term to give them an informal verbal report about their child's development. Parents are shown their child's record of achievement and the childminder informs parents they can see this at anytime. They are kept informed about future plans, activities and topics through regular letters.

## **Organisation**

The organisation is satisfactory.

The childminder meets the needs of the range of children for whom she provides. She ensures parents and carers are informed about her conditions of registration from the outset and displays her registration certificate. The childminder remains in adult to child ratios to ensure children are safe and their needs met.

The childminder has an up-to-date first aid qualification to ensure children are healthy and safe in the event of an accident or emergency. She records the children's and assistants' attendance but not at the actual times of arrival and departure. This compromises their safety in the event of a fire. The childminder keeps documentation confidential and shares policies with parents from the outset. She has a sound understanding of the National Standards.

The childminder discusses with the assistants on a daily basis their roles and responsibilities. For example, she delegates roles such as nappy changing, putting children to bed, preparing meals and interacting with the children. She ensures she updates her knowledge by attending regular training and develops the assistants' knowledge of childcare and education by sending them on current training courses. She communicates with the network accredited childminding group to ensure she gains the latest information and to gain advice.

## **Improvements since the last inspection**

At the last care inspection the childminder was asked to address three recommendations. The childminder was asked to keep a record of any behavioural management issues and to include strategies which have been agreed with parents. The childminder now has an incident record and demonstrates a sound understanding of how to record behavioural issues. She communicates with parents to ensure consistent strategies are implemented for the children.

The childminder was asked to make sure that all assistants are clear about their roles and responsibilities to ensure children are always supervised and that they are able to fully benefit from the learning opportunities available. The childminder now communicates with the assistants on a daily basis giving them clear roles. For example, she delegates roles such as nappy changing, food preparation and interacting with specific activities. This ensures the assistants are clear about what they are doing and that children are able to fully benefit from the learning opportunities available.

The childminder was asked to ensure the attendance register was kept up-to-date to show accurate times of arrival and departure for the children and assistants. The attendance registers are maintained but the children's and assistants' attendance is still not recorded at the actual times of arrival and departure. This compromises the children's and assistants safety in a fire or emergency.

At the last education inspection the childminder was asked to continue to plan and organise the resources and learning environment to encourage the incidental learning which occurs when children are able to initiate their own play. Children can now freely choose activities and resources from low level shelving and activities are rotated regularly to keep children interested

and stimulated. Children can initiate their own play with the range of resources set up by the assistants and childminder before they arrive.

### **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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### **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):

- ensure sleeping babies and children are visually checked on a regular basis
- review the procedure for recording complaints to ensure confidentiality
- ensure children and assistants are recorded in the attendance register at the actual times of arrival and departure.

#### **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):

- develop systems to ensure children's next steps are fully identified
- further develop opportunities for children to explore emergent writing and weight and measure in their everyday 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](http://www.ofsted.gov.uk)