

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY278629
<b>Inspection date</b>	19 June 2007
<b>Inspector</b>	Deborah Jane Starr

<b>Type of inspection</b>	Childcare
<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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. 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 March 2004. She lives with her husband and two children aged seven and five years in Portishead, North Somerset. The family have a pet goldfish, two birds and a cat. The childminder is registered to care for a maximum of four children at any one time. She is currently caring for six children under eight years. All children attend on a part-time basis.

She takes children to and collects from local pre-schools, nurseries and schools and attends local toddler and childminder groups. She takes children to local parks, shops, library, lake grounds and local places of interest.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is outstanding.

Children thrive in a warm and friendly environment where their health and welfare are exceedingly well met. There are excellent procedures in place to prevent the spread of infection between children. For example, rigorous policies exclude children when unwell and clear leaflets



given to each parent inform them of exclusion periods of a variety of medical conditions. Children from an early age follow well-established good hygiene routines such as, hand washing and teeth brushing and they understand the reasons why. Children know that fruit must be washed before eating and eagerly help the childminder. Activities such as washing baby dolls promote children's understanding further. Thorough cleaning routines and procedures safeguard children from the risk of cross infection and ensure resources are hygienic after use. For example, individual hand towels are supplied and used by children, disposable gloves are used and hands washed when changing nappies, toys placed in young children's mouths are cleaned daily and floors cleaned thoroughly prior to a young babies arrival. The childminder holds a valid first aid certificate and is able to provide appropriate care in the event of an accident. Procedures for the recording of medication and accidents are rigorous and ensure parents are well-informed; for instance, parents are given a copy of the accident record.

Children benefit from a wide range of activities that contribute to their physical health and development. Frequent use of the garden, regular visits to parks and activities within the home help children develop control and co-ordination of their bodies. Young children are supported well when sitting up with large cushions and aided appropriately to develop control and co-ordination of their bodies. Interesting toys are placed out of reach to promote forward movement and walkers and low-level furniture support children when learning to stand and walk. Balloons and bean bags are used effectively to help children develop catching, throwing and balance skills. Children enjoy bouncing on space hoppers, small and large trampolines and throwing a frisbee. They practise climbing low-level slides, cargo nets and swing on ropes at a local visitors farm. Regular walks provide plenty of fresh air. Children sleep comfortably in buggies, cots, on large cushions and the couch.

Children develop an understanding of a healthy nutritious diet through well-balanced snacks of fruit and freshly prepared light meals accompanied with fresh vegetables such as, raw carrots. Discussion about where milk comes from and visits to pick their own fruit help children understand how drinks and food are produced. Children's dietary needs are discussed with parents and taken account of. Children drink milk supplied from home and easily accessible cooled water throughout the day. The childminder's thorough understanding of good food hygiene through recent training ensures that children's food is cooled appropriately, stored correctly in the fridge and temperatures checked daily.

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

The provision is outstanding.

High priority is given to children's safety. The childminder's thorough approach, careful consideration of hazards, vigilant checking and thorough understanding of procedures ensures children are kept safe and secure within the well-maintained home. This includes clear written risk assessments, daily visual checks and weekly checking of smoke and carbon monoxide detectors. The extensive range of extremely high quality equipment is age appropriate and meets children's physical and developmental needs. For instance, all car seats have recently been renewed. Children's personal safety is given high regard both within the home and when outside. All children are encouraged to help tidy toys away to prevent tripping and they regularly practise the clearly displayed evacuation procedures. Use of play resources such as, fire engines and trips to the local fire station promote children's understanding about people who help keep them safe. Vigilant procedures ensure children are safe when getting in and out of the childminder's vehicle. Children develop an understanding of road safety when on walks, play within close proximity to the childminder in parks and hold her hand when walking close to water at the lake grounds.



The childminder's excellent understanding and knowledge of procedures ensures children are safeguarded and protected from harm. Rigorous systems for the registration and collection of children are supported by clear written procedures that include those authorised to collect children and a lost and uncollected child policy. The childminder's commitment to updating her knowledge and understanding of child protection issues and procedures is exemplary. Parents are fully informed of her responsibilities through a comprehensive written policy, discussion and the sharing of information gained on courses.

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

The provision is outstanding.

Children's lives are significantly enhanced by the childminder's understanding of how children learn and the importance of offering stimulating and interesting activities that build upon what children know and help them make connections between their experiences. Children enthusiastically talk about visits to a local farm to collect strawberries. They select the fruit, count them as they are placed in the basket, compare the weight and size and estimate how heavy they are and count out the money owed. On returning to the childminder's home they wash them and eat them for their snack. Children are also encouraged to observe how other plants grow at the farm. They look at broad beans, peas and potatoes, talk about the differences, what they need to make them grow and who eats them and why. Children observe how vegetables grow at first hand when planting and caring for tomatoes that they eat with their lunch when ripe. Frequent visits to local places of interest such as a visitors farm provide a wealth of opportunities to promote children's learning. Children watch the animals grow over the year and have close contact with exotic reptiles such as an alligator. They know to wash their hands after contact with the animals and discuss how they keep themselves safe. On return from the farm they read stories and play with small figures re-enacting their experiences.

Children of all ages enthusiastically explore paint, using their hands and a variety of brushes. They confidently request glue and self-select from a broad range of materials such as pasta, rice, glitter and cotton wool to create their own ideas. Thoughtful consideration is given to resources that stimulate babies and young children. Babies explore an interesting range of natural, household and everyday items that offer a range of textures such as wooden spoons, pine cones, a variety of paper and bubble wrap. Young children happily self select toys and become engrossed in their play. They set up a train track give names to the various engines and develop their own imaginative play.

The excellent relationship between the childminder and children promotes their self-confidence and effectively supports them to develop positive relationships with others. For instance, a child collected from nursery confidently sits next to and speaks to the visiting inspector. Weekly visits to toddler and childminding groups extend children's social skills. Frequent visits to parks, the lake grounds, beach, shops and library and occasional trips to Longleat, Lego land and the 'Santa Express' extend children's understanding of their local community and the world around them.

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

The provision is outstanding.

Abundant displays of photographs of children and their families and children's own work helps them develop a strong sense of belonging and value. They are very proud of their achievements, declaring confidently that they are 'taking their picture home for daddy'. Children form strong



attachments and eagerly introduce each other to the visiting inspector. They feel secure in a supportive environment in which their individual needs are clearly identified through close liaison with parents and taken account of. For example, young babies settle quickly to sleep as their positional preference for sleeping is known by the childminder. Parents' requests are respected and the childminder works alongside them to promote the integration of children to wider social groups. For example, she takes children to toddler groups linked to their future school and visits music groups to ensure consistency for children where parents' working days have altered. The childminder uses her good knowledge of how speech, language and thoughts develop to take time to listen to children and to allow them space to express and contribute their own ideas. For example, she sits quietly while watching a child during imaginative play and sensitively asks questions that allow him to explain what he is doing. Varied resources such as dolls, photographs, books and small world play reflect positive images. Thoughtful and meaningful activities and regular social experiences help children develop a positive attitude towards difference. Children develop sign language to communicate with people with learning difficulties and disabilities. They display photographs of themselves on holiday, mark destinations clearly on a world map and identify simple words for 'hello' and 'thank-you' in a variety of languages and pin up local money. Regular creative activities throughout the year such as mehendi hand painting both on themselves and card, Chinese sign writing, the making of fortune cookies and visits to the commonwealth museum develop children's understanding of the diversity of the wider world.

Children's self-esteem is nurtured by the frequent praise and encouragement given by the childminder. Children's behaviour is excellent, they are respectful to each other and share and take turns. Close relationships with parents and the regular exchange of information through a comprehensive daily diary about routines, achievements and children's daily experiences, ensures parents are well-informed. Clear displays of documentation, policies, such as the complaints procedure, leaflets, for example, car safety and a personalised information pack including all written policies and procedures ensure parents are provided with a wealth of information about the childminder's working practice.

## **Organisation**

The organisation is outstanding.

The commitment of the childminder to develop her knowledge and skills in early years through extensive training across a broad range of topics and regular reading of relevant publications is exemplary. Children thrive in a supportive environment in which their wellbeing and care is exceptionally well met. The childminder's excellent knowledge and understanding of the National Standards is reflected in all aspects of her practice. Documentation is comprehensive, clearly displayed, well-organised, accurate, and maintained confidentially and securely.

The child friendly home offers a welcoming and vibrant environment in which children are at ease. Children have space to move independently and safely and through the well organised storage of toys and resources in boxes and low-level shelving self-select and explore toys of their choice. Low-level tables and chairs, large floor cushions and sofas enable children to investigate activities and sit comfortably. Good time management and flexible routines ensure children's individual needs are met, for example, for sleep and rest and the collection of children from nursery. The childminder balances her time well, ensuring children are stimulated by a varied and interesting range of activities throughout the day and that each child is given full attention.

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



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

At the last inspection the provider was requested to make the following improvements; to extend resources which reflect positive images of culture, ethnicity and disability and to provide parents with details of the regulator.

These recommendations have been considered fully and steps taken to improve the provision; consequently children's understanding of difference is fostered and parents are well informed. Resources that reflect positive images have been extended alongside meaningful activities that help children make links with their own experiences. Parents are provided with clear information about the regulator. A written complaints policy is included within the parent pack and displayed on a notice board in the main play room alongside posters supplied by 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.

## **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 outstanding. 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**

No recommendations for improvement are made because the quality and standards of care are outstanding.

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)