

Inspection report for early years provision

Unique Reference Number	121006
Inspection date	21 June 2007
Inspector	Sandra Laura Bates

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 satisfactory.

WHAT SORT OF SETTING IS IT?

The childminder registered in 1997. She is registered to care for five children at any one time and currently has five children on roll all of whom have full time places, although some are currently not attending due to the parents' maternity leave. Of these, only one child is in receipt of nursery education funding. The childminder lives in a quiet residential cul-de-sac in Staines with her husband and three school aged children.

The minding is generally confined to the ground floor of the house. There are toilet and washing facilities in this area. There is a secure rear garden available for outdoor play and the childminder makes regular use of other play venues and places of interest. The house is close to local amenities including schools and pre-schools.

The childminder is a member of the Surrey Childminding Network and is accredited to take funded children. 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 cared for in clean and well managed surroundings. They learn to manage their own personal hygiene needs effectively as they independently access the toilet and wash their hands using their own individual towels to dry them. The childminder uses appropriate and hygienic practices and resources to ensure that young children are kept clean and comfortable. She maintains a high standard of hygiene within the home in general. Children develop their physical wellbeing in a variety of active ways both at the setting, and on the regular outings to other play venues and groups.

The childminder provides a range of healthy and nutritious meals and snacks for children. She undertakes relevant training to ensure that her practice in this respect complies with current guidelines. Children enjoy selecting ingredients and making their own sandwiches for a snack lunch. They sit at the table and tuck in enthusiastically to the results. Children are offered regular drinks to ensure that they are properly hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and rest in a safe and secure environment. The childminder ensures that children have space to play freely and the facilities so that they can rest or sleep in comfort. She identifies all potential hazards and takes steps to reduce the risks to children through regular risk assessments. She recognises the need to monitor any changes in her use of other areas of her home to ensure that all relevant safety features are in place. Children are protected in the event of an emergency due to the childminder's attention to the provision of fire safety equipment and an associated evacuation plan. Children participate in fire drills to ensure that they will understand what is required of them in such situations.

Children use resources that are maintained in good condition and are suitable for the age range of the minded children. The childminder stores materials in such a way as to prevent children accessing any items that may be unsuitable for their stage of development. For instance, toys and games with very small parts are stored securely out of the reach of very young children.

Children benefit from the childminder's secure understanding of child protection issues and the related referral procedures. She up dates her knowledge base regularly and is confident in her ability to recognise any signs or symptoms. She knows the steps to take if she has any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and are happy in the childminder's care. They enjoy a range of activities that are geared to their age and stage of development. Older children choose freely from the resources arranged for them and the childminder ensures that young babies are kept entertained and interested. Children make very good relationships with the childminder. They chat away confidently with her as they discuss the activities and resources presented to them. Babies snuggle in contentedly to the childminder for a comforting cuddle when they are sleepy or teething for instance.

Nursery Education

The quality of teaching and learning is satisfactory. The childminder works very hard to support children's learning. She offers continuing encouragement in a positive way to extend their thinking, and defers to children's own ideas and wishes about what they would like to do. The childminder plans activities around the six areas of learning and delivers these in turn week by week. She carries out initial assessments of children's stage of development and adjusts her plans according to any changing situations. The childminder keeps records of how and when activities are accomplished within children's individual work books. However, not all aspects within the six areas of learning are clearly evidenced or entirely up to date. The rotation through planning, doing and reviewing, in order to inform future plans for individual children, lacks clarity.

Children are well motivated and keen to learn. They make independent choices about the activities that they undertake and work closely with the childminder as they plan and decide together. Children are enthusiastic and happily occupied as they play.

Children make strong links between the setting and their home life. They talk about their family members and make drawings of them which they label with their names. Children show respect and consideration for the childminder and the other children present. They are articulate, polite and confidently talk to any adults present.

Children use mark making materials with assurance in a variety of activities. They write their names on art work and can sound out, and print, the initial letters of members of their families. The childminder works with parents to identify and address any speech or pronunciation problems that children may have.

Children have plenty of opportunities to be creative and to use their imaginations. They paint and draw expressively. They choose dressing up clothes and resources to support role play. For instance, children enact a trip to and from the vets with a toy pet. Children enjoy singing along to familiar music as they travel in the car for example.

Children count confidently to 10 and well beyond. They use numbers to calculate more or less, and can do simple additions and subtractions accurately. Children have a good concept of size and shape.

Children develop an awareness of social diversity as they use resources that reflect positive images and encourage them to appreciate the languages and cultures of various countries. Children talk about having used chopsticks, for instance, and ask to use these to eat their snack of dried fruit, deriving great enjoyment from the resulting fun. Children learn about the natural world as they use the weather chart for example. They use everyday technology, such as a computer or a calculator, with a good degree of understanding.

Children develop their physical skills as they swing and climb on outdoor equipment. They use small tools such as a table knife to spread and cut their own lunch time sandwiches, and thread beads carefully to create a necklace.

Helping children make a positive contribution

The provision is good.

Children receive care that is geared to their individual needs and stage of development. The childminder has a positive and pro-active personal attitude towards equality of opportunity. She promotes children's understanding of social diversity through resources and activities linked to the cultures and traditions of people from around the world. Children with learning difficulties and/or disabilities are well supported. The childminder works closely with parents and other professionals to ensure that her practice is appropriate, and seeks specialist training to assist her in this aim. She uses her experience and expertise to offer support to others in similar situations.

Children behave very well and are responsive to the childminder's wishes. The childminder uses very positive language and offers regular praise to reinforce wanted behaviours. She reasons with children so that they understand her expectations of them. Children feel valued and their self esteem is raised in this way.

Partnership with parents is good. Parents receive comprehensive initial information about the setting. The childminder ensures that all parties are clear about the policies and procedures that under-pin her service. On-going information about children's achievements and daily routines are shared both verbally and via detailed individual diaries for each child. Children benefit from the consistency of care achieved by this close liaison with parents. The childminder seeks regular feedback from parents, which is very positive and indicates a high degree of satisfaction with her service.

Organisation

The organisation is good.

The childminder is committed to ensuring that her practice, knowledge and understanding of current initiatives is enhanced by on-going training. She ensures that ratios are met and takes the necessary steps to assure continuity of care for related children. The childminder organises the space and resources well so that children can move around safely and select play materials independently.

Leadership and management is good. The childminder under-pins her service with a detailed and comprehensive range of policies and procedures which are shared with parents. She shares

information and records about children's achievements through daily contact in verbal and written form. All the regulatory documentation is in place and is maintained efficiently. The childminder is clear about her role in delivering the Foundation Stage curriculum. She seeks support from outside organisations such as the childminding network, the local authority early years support team and the National Childminding Association to help her monitor the effectiveness of her provision.

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 the last inspection, concerns were raised on 12 April 2007, in relation to the suitability of the provider and inappropriate behaviour management. These concerns related to National Standards 1: Suitable person and 11: Behaviour. Ofsted carried out a visit on 20 April 2007, following which an action was set to: keep a record of complaints relating to the National Standards and any action taken. A response to this action was received on 11 May 2007 providing evidence of the action taken. Ofsted took no further action as the National Standards were being met and the provider remained qualified for registration.

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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The quality and standards of the nursery education are satisfactory.

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):

- continue to monitor and assess risks that may arise from any changes in the way in which the premises are used, and implement any relevant safety features

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):

- review the manner in which planning is implemented to ensure that the rotation through planning, doing and reviewing is clear and indicates how this process informs future plans for each child's development

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