



Inspection report for early years provision

Unique Reference Number	112205
Inspection date	10 May 2005
Inspector	Lisa Jane Cupples

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.

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 has been registered since 2000. She lives with her two children aged two and nine years in a first floor maisonette in Gosport, a residential area of Hampshire. The whole house is used for minding.

The childminder is registered to provide care for a maximum of five children at any one time and is currently minding five children aged from five years to ten years on a part-time basis. The childminder walks or drives to local schools to take and collect children. She attends local parent and toddler groups on a regular basis. The family have a pet newt.

The childminder supports children with special educational needs. She holds an NVQ level 3 in Childcare and Education and has also completed Makaton training. The childminder is a member of an approved childminding network and is in receipt of funding for nursery education for three and four-year-olds. There are no children on roll who receive funding for nursery education at this time.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a balanced and healthy diet. The childminder provides a range of healthy and nutritious meals, talking about which foods are good for them and help them to grow. Children are beginning to understand the importance of a healthy lifestyle through discussion and regular exercise, using local parks and regular outings. Children are healthy in the setting because the childminder follows highly effective hygiene procedures. They are developing good self-care skills, increasing their independence when washing their hands at appropriate times. Children are protected and kept healthy through the childminder's very clear understanding of procedures for the administration of medication. Children are safe and the parents are kept informed about accidents through the detailed records, however the parents do not all sign to acknowledge the entries.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a safe and secure environment because the childminder is vigilant and addresses potential hazards. Children are made aware of dangers through general conversation and daily routines, for example, they know the fire procedures and what to do in an emergency. Children are able to access the resources freely, developing their independence. The toys and play materials are stored in low-level units and boxes in the lounge and bedrooms, they are cleaned regularly and checked to ensure they are in good condition keeping children safe.

Children feel safe and are settled because of the good levels of support and supervision provided by the childminder. Children are well protected, the childminder has a clear understanding of child protection procedures and would recognise the possible signs of abuse.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the care of the childminder, she interacts very well with them, offering praise, encouragement and support during activities and free-play. The childminder provides a wide range of equipment and play resources, which are stored in low-level boxes, enabling the children to access them freely, increasing their independence and freedom of choice. Children are confident and have good self-esteem, they laugh and make jokes with each other and the childminder. She has a very good understanding of children's developmental needs and she participates fully during activities, encouraging children to join in. Children are

eager to join in all the well-planned activities. Good quality conversation flows freely between the children and the childminder developing the children's communication and social skills effectively.

Nursery Education

The quality of teaching and learning is satisfactory. The childminder has a very clear understanding of the Foundation Stage and all the curriculum planning is closely linked to the stepping stones. The planning shows differentiation and is organised to meet the needs of individual children. The childminder gets to know each child well and uses the forms completed by the parents as a starting point from which to observe and monitor the children's progress. This enables her to provide a range of activities designed to challenge and stimulate the children effectively.

The childminder organises the daily routines well to incorporate all six areas of learning, she tracks which stepping stones have been covered to ensure the children receive a balanced programme. The daily activities and routines are evaluated and monitored and the childminder liaises with the local network co-ordinator to ensure her practice remains up-to-date. The childminder observes and records the children's progress and achievements, then collates the information to identify their next steps. This information is used well to plan the curriculum to meet each child's needs. The children have the opportunity to participate fully in a well-balanced and interesting programme which helps to promote their learning in all areas.

Children are able to develop good relationships with adults and their peers. Children have opportunities to begin to understand the needs of others, talking about festivals and other cultures during outings and activities. They are able to develop their writing skills through a range of practical activities, for example, by tracing their names, mark-making during role-play and having free access to writing materials at all times. Children are able to learn to count and recognise numerals in everyday situations. Planned activities provide opportunities for children to compare size, shape and position, however, there are few opportunities for children to begin calculating or to develop their problem-solving skills.

Children are able to use everyday technology and develop their basic computer skills. They are able to develop a good understanding of the world around them through a wide range of practical activities, for example, hunting mini beasts, growing plants, observing the life cycle of tadpoles, handling small animals on outings to farm trails and exploring their local environment. Children are able to use a wide selection of materials and equipment during their time with the childminder, helping to develop their fine and gross motor skills. Children are able to participate in an extensive range of creative activities to promote the use of their imaginations, allowing them to express themselves freely, creating work from their own ideas.

Helping children make a positive contribution

The provision is good.

Children settle quickly into the routines because the childminder ensures they are consistent with home. Their individual needs are catered for through detailed discussion with the parents, and the childminder treats each child as an individual. Children behave well because they know

exactly what is expected of them. The childminder manages behaviour calmly and effectively ensuring clear rules and boundaries are in place. Children can see they have been treated fairly when the childminder explains clearly, taking each child's age and understanding into account, therefore the children's self-esteem and confidence are promoted well. Children benefit from the good links with home and the information shared in the home diary books is used well, enabling parents to contribute to the children's experiences with the childminder. Children develop a positive view of the world around them through a range of practical activities and outings.

Partnership with parents is good. The childminder shares the progress records of children who receive nursery education with parents and they are able to make written contributions about their child's learning at home. The curriculum planning is sent out every half-term so the parents know which topics or new activities the children will be covering, helping them to become involved in their children's learning, this enables the children to benefit from the consistent links with home. The childminder ensures the children's spiritual, moral, social and cultural development is fostered through a range of practical activities.

Organisation

The organisation is good.

Children are fully occupied and engaged with many play opportunities during their time at the setting, as the childminder organises the daily routines and layout of the rooms well. The childminder meets the needs of the range of children who attend. Children's health, safety and well-being is promoted effectively because all the legally required documentation is in place and shared with parents. Children benefit from a well-organised, safe, secure and stimulating environment, where they are protected by sound procedures which are implemented effectively by the childminder. Children enjoy their time with the childminder because resources and activities are planned well and the days are full and run smoothly. The childminder has a clear understanding of the requirements of her registration and the inspection process, keeping children safe. The management and organisation of the nursery education is satisfactory. The childminder liaises well with the co-ordinator from the accredited network to ensure her practice is monitored and reviewed effectively.

Improvements since the last inspection

At the last inspection the childminder was asked to develop a procedure on how to protect the children from persons not vetted in the house, gain written consent to administer medication to the children and to dispose of nappies suitably. She has a written procedure in place regarding persons who have not been vetted and she never leaves minded children alone with any visitors helping to keep the children safe. The medication records are detailed and parents now give prior written permission for the childminder to administer all medication and they sign to acknowledge the entries. Clear procedures have been put in place to dispose of nappies suitably helping to protect children and prevent the possible spread of infection, keeping children healthy.

Complaints since the last inspection

Since 1 April 2004 Ofsted has received a number of vexatious complaints from the same source. Ofsted investigated these concerns by conducting a visit to the provider and as a result no actions were taken. The provider remains qualified to be registered.

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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 parent's sign to acknowledge all entries in the accident book.

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):

- provide opportunities for children to begin calculating and problem-solving through a range of practical activities.

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