



Inspection report for early years provision

Unique Reference Number	300186
Inspection date	12 May 2005
Inspector	Trudy Scott
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.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 1998. She lives with her two children aged 14 and 11 years. They live in a residential area in the south of Sheffield, close to local shops, schools and parks. The whole of the ground floor and rooms on the first floor are used for childminding. There is a fully enclosed garden available for outside play.

The family have a pet cat.

The childminder is registered to care for a maximum of six children at any one time and is currently minding 5 children during the day and 8 before and after school on a part time basis. She is also registered to provide overnight care for one child. The childminder walks to local schools to take and collect children. She regularly attends local playgroups with the children.

The childminder supports children with special needs.

The childminder is a member of the National Childminding Association. She is accredited with the Sheffield Children Come First Childminding Network and provides nursery education for four children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of physical activities which help keep them healthy. They play outdoors regularly where they develop skill in using equipment, such as a see-saw, and learn to control their bodies as they manoeuvre wheeled toys and run around in the garden. Children develop confidence as they move around independently, indoors and outdoors. They receive appropriate physical challenge in well-planned outings, where they can try out their skills and use a range of large play equipment under the watchful eye of the childminder.

Children are protected from illness and infection because the childminder provides a warm, clean home and takes steps to prevent the spread of infection. For example she makes sure she has up to date information about health risks, such as infectious diseases, and shares the information with parents. Children are learning about personal hygiene and are becoming aware of good hygiene practice, such as the importance of hand washing, although this is not consistently reinforced.

Children enjoy nutritious meals and snacks. The childminder provides healthy foods that appeal to the children and helps them understand the benefits of a healthy diet. She finds out from parents about children's individual needs, such as eating and sleeping routines, which ensures children are content and enjoy their play.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Risks of accidental injury to children are minimised because the childminder organises space and resources well to reduce potential hazards. She sets safe limits for the children and encourage them to try out new experiences in a safe, supportive environment. For example children learn how to use small knives safely when spreading jam on toast. Children show an excellent awareness of how to keep themselves safe, for example they practice getting out of the house quickly and safely in an emergency and learn about road safety on walks to school. The childminder makes very good use of discussion and explanation to raise children's awareness of potential danger, such as why they should not talk to strangers.

Children access good quality toys and play materials independently. The childminder ensures resources are appropriate for the children by considering their individual needs, interests and abilities when providing resources.

Children are very well protected because the childminder has a clear understanding of child protection procedures and has a high regard for children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and secure at the childminder's house because the childminder takes time to get to know them and builds trusting relationships. They develop confidence and self-esteem as the childminder shows interest in what they do and say by talking and listening to them, asking questions and offering suggestions. They become independent as they make choices about their play and select resources from the range available.

Children arrive enthusiastically and quickly engage in a variety of interesting activities, such as playing with natural materials, listening to a story tape and building with construction kits. The childminder notes their interests and uses this to ensure activities are stimulating and appropriate. They relate well to each other and learn to socialise with other children through regular attendance at local playgroups. All children receive good levels of support from the childminder who watches what the children do and knows when to become involved in the play and when to allow them the freedom to explore at their own pace.

Nursery Education

The quality of teaching and children's learning is good. The childminder has secure knowledge of the foundation stage and uses this to provide a broad range of activities and learning opportunities. Children are motivated to learn through well-planned experiences which sustain their interest. For example they explore, investigate and develop mathematical ideas as they experiment with natural materials, filling and emptying containers and using mathematical language. Children have many opportunities to engage in conversations and so are becoming confident speakers and listeners. They use language effectively for many purposes such as initiating conversation, making their needs known and planning their play. The childminder plans opportunities for children to play together and to have time on their own. This helps them develop good relationships and become aware of the needs of others. Children's behaviour is good as they know how the childminder expects them to behave.

Overall, children make good progress in all areas of learning. The childminder uses photographs effectively to record what children are doing, share information with parents and help children remember previous experiences and events. She keeps written observations of children's experiences and involvement in activities, which she uses to help plan the next steps in their learning. She does not yet use a comprehensive assessment system to show a clear record of progress although has plans in place to develop this area.

Helping children make a positive contribution

The provision is good.

Children feel at home and show a sense of belonging because they are familiar with routines and at ease with the childminder. For example children confidently let the childminder know when they are hungry and ask when they want to play outside. Children are valued and respected

as individuals by the childminder, who finds out what is important to them and consults parents about their wishes for the care of their children. She responds sensitively to individual needs to ensure all children, including those with special needs, are included and involved.

Children behave well and learn to get along with each other in activities such as games and role play, where they share, take turns and co-operate. They are helped to feel good about themselves by the childminder, who uses of praise and encouragement appropriately to recognise children's attempts and achievements and to promote positive behaviour. Children are learning about their own community with visits to places of interest, such as an industrial museum, as well as routine outings in the local area. The childminder plans some activities to introduce children to the wider world and the lives of others. The provision fosters children spiritual, moral, social and cultural development well.

The partnership with parents and carers is good. The childminder provides a variety of good quality information about the childcare and what the children are doing and learning. For example she shows parents the activity file, photographs and her observations of their children. This ensures parents share in their children's care and learning.

Organisation

The organisation is good.

Children receive good quality care because the childminder is knowledgeable about child development and accesses further training to ensure she continues to improve and develop her service. She has in place a number of policies and procedures that she uses effectively to promote the care and welfare of the children. She shares these with parents to keep them well-informed about the childcare.

The way the childminder organises her time and space in her home helps children feel secure and ensures they enjoy a broad range of activities and experiences. This contributes to them developing the confidence to initiate and extend their own play and learning.

The childminder works well with other professionals, such as the network co-ordinator, to meet each child's needs. Overall, the provision meets the needs of the range of children who attend.

Improvements since the last inspection

Since the last inspection the childminder has improved children's safety. She keeps children safe by assessing risks and removing potential hazards. She has up dated her knowledge of child protection procedures through going on a training course and becoming fully familiar with child protection guidance. She has improved the way she organises paperwork, such as policies and procedures, so that information is presented in a clear way.

Complaints since the last inspection

A concern was raised in relation to National Standard 2: Organisation. An unannounced visit was made by a child care inspector. The childminder continues to remain qualified for registration.

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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):

- increase children's understanding of how to keep themselves healthy by consistently reinforcing good hygiene practice (also applies to nursery education)

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):

- further develop the assessment system to provide a clear picture of children's progress

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