



Inspection report for early years provision

<b>Unique Reference Number</b>	EY295766
<b>Inspection date</b>	23 May 2005
<b>Inspector</b>	Carly Mooney
<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 was registered in 2004. She lives with her son aged 23 years in Dogsthorpe, an established area, in the city of Peterborough. She works alongside another registered childminder from her premises. The whole of the house is registered for childminding with the small bedroom used only for sleeping children. All children have access to a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding nine children on a part-time basis. The childminder takes children home from a local playgroup and returns children to their own homes at the end of the day. The childminder attends the local parent and toddler group during the holidays.

The childminder is a member of an approved childminding network and is currently in receipt of funding for nursery education for three and four-year-olds.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are offered a broad variety of interesting and nutritious meals and snacks which promote a healthy diet. They are encouraged to try new foods to extend their palate. Menus are planned to ensure that meals are balanced, and that fresh fruit is included, on a daily basis. Meal times are a relaxed, social occasion where children are able to discuss events and things that interest them.

Children learn the importance of good personal hygiene, as they are encouraged to wash their hands, after visiting the toilet and before eating. They are protected from the spread of infection as the childminder provides children with individual face-cloths and towels. Children's medical needs are catered for appropriately, because the childminder has a clear understanding of recording for accidents and medication, and her knowledge of basic first aid is up-to-date.

Children have access to outside play, on a daily basis, to extend their play and learning. Although large physical equipment is limited, children are able to develop their climbing skills as the childminder ensures they make use of the local park. They show good control when balancing on stilts. Hand and eye co-ordination is developing when using equipment, such as, scissors and cutlery.

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

The provision is satisfactory.

Children of all ages are able to self-select from a satisfactory range of resources which meet the required safety standard. Social interaction between children is encouraged, using ample child-sized furniture, for group activities and meal times.

Children are able to move freely between rooms and make informed choices about where they would like to play. The required safety precautions have been put in place to reduce the risk of accidental injury. However, the hallway and main play room are cluttered, and disorganised, causing a safety hazard to children. The childminder has a clear understanding of her fire safety procedures, to protect children, although these have not been practised with all children to make them aware of the dangers.

A child protection policy has been implemented and made available to parents. The childminder is aware of her role and responsibilities, and has attended training in the past, to enable her to safeguard children's well-being.

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

The provision is satisfactory.

Children are happy and settled in the childminder's care. They are confident and enjoy being together. All children feel welcome in the childminder's home, as she is warm and affectionate, and has developed close relationships with them. Children interact well with one another and enjoy playing together as the childminder provides appropriate encouragement and support. Children are praised, and their welfare is promoted, which helps to build their self-esteem.

### **Nursery Education**

The quality of teaching and learning is satisfactory. The childminder has a sound knowledge of how children learn, although this is not always implemented effectively within the setting. Plans lack detail, and consistency, and therefore struggle to show how children receive a balanced curriculum across all six areas of learning. Children are not always given sufficient time to think, or predict for themselves, to extend their development. Children's records of achievements are in place and are shared with parents. They are used to record observations and set targets for children.

Children are given opportunities to increase their understanding that marks have meaning, for example, with chalks and wet paintbrushes in the garden. However, there is limited labelling in the environment and no opportunities for children to recognise their name. They enjoy books and listen attentively to stories.

Children use their imagination to act out the story of Goldilocks and the Three Bears and are confident to use numbers, and compare sizes, during their play. There are missed opportunities to extend children's counting skills during routine activities, such, as snack-time.

Children engage in different creative activities to use their senses and experiment with colour, shape and texture, for example, gluing and sticking. They enjoy dressing-up but have limited role-play equipment, and no defined role-play area, to enable them to develop their imaginative skills. Children gain an understanding of their local environment as they enjoy walks in the local area and planned trips to the library.

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

The provision is good.

Children from different backgrounds, and those with special needs, are warmly welcomed into the childminder's home. Sufficient resources are available which positively represent the children who attend, as well as those from the wider community, enabling children to develop a positive attitude towards others.

Children's behaviour is good. They play well together and respond positively to the childminder. They have developed an understanding of right and wrong, and are developing their personal and social skills, as they take turns and show concern for others.

Partnership with parents and carers is good. The childminder has developed effective relationships with parents who are greeted positively and welcomed into the home. Full participation in their child's care is encouraged by ensuring parents are made fully aware of all policies and documentation. Children under 3 have a home link, through a daily diary, to ensure there is continuity of care.

Children's spiritual, moral, social and emotional development is being fostered.

### **Organisation**

The organisation is satisfactory.

All necessary regulatory documentation is in place and is correctly recorded. However, paperwork is not always recorded clearly, or organised effectively, to support the running of the setting.

The childminder has attended the necessary training required when registering as a childminder. She has completed a range of further courses, to update her knowledge of current childcare practice, to enable her to meet individual children's needs. The childminder, and her co-childminder, have clearly defined roles in the setting. However, the partnership is not always seen by both as having equal standing.

Leadership and management is satisfactory. The childminder does not always make effective use of her time, space and resources to ensure that children are able to access all areas of the curriculum for learning. Children can, however, make choices about where they would like to play and what they would like to play with. Some sessions are poorly organised, and activities are not always made appealing to children, therefore children sometimes lack routine and structure in their day. There are no procedures in place to effectively monitor and evaluate the quality of the provision to identify strengths and weaknesses. However, overall, the provision meets the needs of the range of the children for whom it provides.

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

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

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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 all children are aware of fire safety procedures and that emergency evacuation procedures are practised with the children
- consider the organisation of the children's play areas so they are free from clutter and allow them to move around freely
- ensure all documentation is easily accessible and organised in a clear manner

### **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 planning to ensure that all six areas of the curriculum are covered and that children have access to a broad range of activities on a daily basis
- review daily sessions to ensure children are given opportunities to recognise their names and develop their counting skills in routine activities
- consider a system which allows the provision to be monitored and evaluated in order to identify strengths and weaknesses.

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