



## Inspection report for early years provision

<b>Unique Reference Number</b>	142647
<b>Inspection date</b>	17 September 2005
<b>Inspector</b>	Elaine Douglas
<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 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 has been registered since 1998. She works with two other childminders and an assistant. The group call themselves Hassockmoor Childcare and Out of School Club.

When the childminder is working with the co-minders she is registered for a total of eleven children and there are currently 55 children on roll, all of whom are part time.

The childminder lives with her partner and three daughters, two of whom are over eight years, in a small rural village, a mile and a half from South Petherton, Somerset. The premises is a large barn conversion; the minded children have access to the ground floor which includes a playroom, toilet and sleeping facilities. Babies can also sleep upstairs. There is a large garden with chickens and ducks kept at one end. The family also have two pet rabbits which are housed in a hutch and run in the garden. Children are often taken on country walks and to local parks.

The childminder has a level 3 early years qualification. She 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 outstanding.

Children are well protected by the childminders consistently high standards of hygiene. They play and learn in clean and exceptionally well maintained premises. The childminder provides very good equipment for children to take care of their personal hygiene. Such as, antibacterial soap, paper towels, wipes and tissues. The very thorough nappy changing procedures protect children from cross contamination; each has their own box of equipment and changing mat, which is cleaned after every use. Children are protected very well from infection due to the clear procedures shared with parents for dealing with sick children. They receive good care if accidents occur as the childminder has first aid training and excellent procedures to check first aid equipment.

Children thrive in the healthy environment where they frequently enjoy fresh air. The childminder uses the Foundation Stage Curriculum and is beginning to implement the Birth to Three Matters framework to provide excellent physical activities. For example, older children play basketball as a team and younger children use a range of equipment in the sand. Through regular use of climbing and balancing equipment the funded children develop good muscle control.

The very thorough exchange of information with parents is used well to meet children's individual dietary needs. Older children can help themselves to water at any time and are regularly reminded to do so, especially when outside or taking part in physical activities. Babies have bottles, food and rest according to their own needs.

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

The provision is good.

Children play safely in a dedicated playroom which is well organised, within the secure premises. They are protected by the very good practice the childminder follows for the safe collection of children. She has clear written procedures that she would follow in the event of a child being lost or uncollected. The childminder carries out good risk assessments and uses appropriate safety equipment to protect all the children. Such as stairgates, to stop the younger children accessing the stairs or unsupervised areas. Older children are developing an excellent awareness of the need to take care of their own safety and they think about the safety of the other children. For example, they move their game of basketball when they realise they are getting too close to the younger children but remain within the sight of the childminder. Children benefit from the regular use of the extensive grounds. They are constantly supervised and the childminder carries out regular safety checks. However, children are at risk from the heavy large stones on the top of the low patio wall, which are loose.

Children are safeguarded by the excellent fire safety procedures; the childminder has carried out the recommendations by the fire officer and regularly checks the fire equipment. Children take part in monthly fire drills to ensure they are aware of the evacuation procedures, which are clearly displayed.

Children independently select from an excellent range of resources which are appropriate to their stages of development, well maintained and sufficient for all children to be included. Outings are well planned to ensure children travel safely.

Children's welfare is promoted by the childminders good knowledge and understanding of child protection issues. She knows where to go for advice and understands the need for confidentiality; she regularly updates her knowledge.

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

The provision is outstanding.

Children are happy, settled and extremely confident in the childminders home. Children are highly motivated and engrossed in the varied activities provided. They confidently extend adult led activities and initiate their own ideas. For example, all the children take part in planting seeds and one child suggests that she could grow like a seed and demonstrates this.

Babies explore resources using all their senses. They show excitement when the bubble machine is turned on and enjoy exploring paint. All children respond well to the childminders warm interaction, they approach her for cuddles and reassurance and know they will receive a positive response. Children's speech is developed by the childminder listening to them, reading to them and asking good open ended questions. Younger children enjoy the company of the older children and they engage in activities together where appropriate. Children are encouraged to make decisions and to develop independence.

Children under three years benefit from the childminder extending her knowledge of the Birth to Three Matters framework. She is implementing this to effectively plan for all the children, ensuring they are appropriately challenged. The after school children make choices about the activities they wish to take part in and spend their time productively. For example, two children work together to build a horse and rider from stickle bricks, and two others decide to plant seeds.

### **Nursery Education.**

The quality of teaching and learning is good. Children make very good progress towards the early learning goals because the childminder plans effectively and has a good knowledge of children's individual abilities. She records children's achievements against the stepping stones and plans areas for development. The childminder regularly reviews and evaluates her practice to maximise the benefit of the activities for children.

Children have high self esteem, they ask to keep their creations and are eager to take things home for their parents. They develop good independence through making choices and taking care of their own needs. They share, take turns and are considerate of each other. Children

communicate well and enjoy listening to stories and using props from the story sacks. However, they do not have access to a good range of books, including non-fiction and therefore are not developing an understanding that information can be accessed from books. The older and more able children write recognisable letters when writing their names. The childminder encourages children to use numbers and mathematical language throughout activities and daily routines. For example, one child says she is three and the childminder asks how old she will be next, she counts on her fingers and declares she will be four.

Children regularly explore paint and create with craft materials in two and three dimensions. They display a wonderful imagination when taking part in role-play and in music and stories. For example, one child finds a very long blade of grass and acts out the story of Jack and The Beanstalk. They learn about the natural world through outings, growing plants and caring for the childminders animals. However, they do not have enough opportunities to explore and investigate man-made objects to find out how and why they work.

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

The provision is outstanding.

Children are happy and relaxed. Their behaviour is extremely good and they respond well to the consistent praise and encouragement they receive from the childminder. She provides an exemplary role model with her calm and gentle approach. Older children are exceptionally good with the younger children, interacting in their play and helping with their daily routines. Children respond well to the extremely positive behaviour management strategies and the older children gently remind others of the clear boundaries and expectations. Such as using the steps to retrieve the ball from the grass. Children are willing and sometimes eager to look after the environment. For example, they are all keen to help sweep up the sand.

Children's self esteem is boosted by the childminder telling them she is lucky to look after them. One child smiles with pride as the childminder tells her she was so impressed with her bubble machine that she has bought one. Children learn about other peoples cultures through celebrating festivals and access to positive images. They explore their own environment and develop positive attitudes to people with disabilities. Their spiritual, moral, social and cultural development is fostered.

The partnership with parents is outstanding. All children are included and their individual needs are well documented to ensure children are cared for according to their parents wishes. For example, parents provide information on babies routines. Daily diaries provide parents with feedback on their child's day to allow for continuity of care. Parents receive good information on the Foundation Stage Curriculum and the activities provided; through a notice board, newsletters and documentation. They are well informed of the benefits of activities and the links to the Birth to Three Matters framework and the Foundation Stage Curriculum.

## **Organisation**

The organisation is good.

Children are empowered in the well organised, child-centred environment in which they come first. The childminder is highly committed to communicating well with the co-minders and assistant, to ensure they are consistent and knowledgeable of the care required for each child. Clear written procedures are effectively put into practice. Well organised, accurate documentation is confidentially stored and used to support the childminder in safeguarding children's welfare and providing appropriate care. Although systems to identify all hazards are not always effective.

The childminder identifies areas for personal development and ensures she is up to date and knowledgeable of current issues, to continue to provide high quality care and education. She effectively plans the nursery education and implements any positive advice given by the childminding network coordinator. Overall the provision meets the needs of the range of children who attend.

## **Improvements since the last inspection**

At the last care inspection the childminder was asked to review and risk assess the outside boundaries of the premises, and to gain more information on children's individual needs.

The childminder has reviewed the outside boundaries of the premises. She now carries out an annual risk assessment as required by her insurance company and checks the grounds before children use them. Children are always supervised when exploring the extensive grounds to ensure they are kept safe and secure.

The childminder now gains information from parents about children's cultures and specific needs. This information is recorded on the children's files and used effectively to ensure their individual needs are met.

This is the childminder's first nursery education inspection.

## **Complaints since the last inspection**

There are no complaints to report.

## **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 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 the stones on the low patio wall do not pose a risk to children

### **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 more opportunities for children to access resources to investigate and explore man-made objects, and to develop an understanding that books can be used to access information.

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)