



Inspection report for early years provision

Unique Reference Number	110974
Inspection date	06 June 2005
Inspector	Alison Jane Kaplonek
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 1999. She lives with her husband and school age son in a bungalow in Fair Oak. She is an accredited member of a childminding network providing early years education for funded three and four year olds.

Children have access to the lounge, conservatory, bathroom and kitchen with bedrooms used occasionally for sleeping. The childminder is also registered to provide overnight care in downstairs bedrooms. There is an enclosed garden and the family have no pets.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive in a caring, clean and healthy environment where highly effective practice meets their physical, nutritional and health needs. Excellent adult support enables children to gain a very good understanding of simple good health and hygiene routines. Older children independently access the bathroom and are encouraged to wash hands and take care of their personal needs themselves. They understand that surfaces must be cleaned before they can eat or take part in cooking activities.

Children develop physical control, experiment with movement and improve their manipulative skills during a stimulating range of activities, both indoors and outside. The childminder has a clear understanding of the Birth to three framework, the Foundation Stage curriculum and how children learn. She plans and provides experiences which enable children to confidently develop new skills within the safe environment. For example, younger children are encouraged to join in the cooking activities, stirring, pouring and mixing the dough. The childminder talks to the older children about the benefits of physical activity and they are made aware of their hearts beat after exercising.

Children enjoy fresh fruit and bread sticks at snack time and they often make home made cakes and buns talking about the ingredients and which are good for them. All children are regularly offered drinking water during the day and older children can request drinks at any time. Parents are very effectively involved. They are consulted on a daily basis about their child's health and dietary needs and encouraged to provide healthy lunch boxes each day.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an extremely safe environment. The childminder is very vigilant and reduces the risk of accidents by carrying out daily risk assessments on the premises and equipment. She provides safe and clean equipment appropriate for the age and stage of development of the children. Efficient safety procedures built into the daily routine and shared with parents enables children to play and learn in a secure setting.

All children are effectively involved in protecting themselves from harm. They are spoken to regularly about risks and consequences, for example what would happen if they jumped on the furniture. This allows them to learn some sense of danger and the knowledge about how to protect themselves from harm. Within this very safe environment, children are able to achieve a balance between the freedom to play and setting their own safety limits.

The childminder has a clear understanding of child protection policies and procedures, and ensures that children's care and welfare are of paramount importance.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely interested and involved in their learning and play. They achieve well because the childminder uses her skill and knowledge of early years guidance, such as the Birth to three framework and the Curriculum guidance for the Foundation Stage , to provide high quality care and education.

All children are keen to take part in the wide and stimulating range of activities. Plans are adapted to accommodate the younger children who eagerly learn from the involvement of the older ones. For example during writing activities when younger children watch and copy the marks made by older children. Children are secure and very settled .They are able to form positive relationships with each other and the childminder. They confidently ask questions and request assistance. Children eagerly participate in planned activities but equally enjoy initiating their own learning.

Nursery Education.

The quality of teaching and learning is outstanding. Children are highly motivated by the excellent range of stimulating resources and activities provided. They confidently select from the equipment, which fully supports their learning across all areas. Children are able to set their own challenges and progress at their own pace while learning through their play. They are extremely well supported and encouraged in this by the provision of such a positive learning environment. Children are very confident speakers using language to initiate and organise their play. They enjoy listening to stories, and learning new words, such as stripy and spotty. All children use marks to represent their ideas and older children are beginning to write recognisable letters.

Children gain confidence in using numbers by continually counting during activities, such as how many stirs it will take to mix the cake mixture. Younger children are encouraged to join in and enthusiastically copy the older ones. Children use mathematical language such as bigger or smaller, during planned and routine activities. They often calculate, for example how many more spoonfuls will we need.

Children use their imaginations well in numerous play situations ,for example during role play and when creating art work. They imaginatively use their bodies when dancing to classical or pop music or when taking part in action songs. They are interested in the world around them and enjoy their visits to garden centres, parks, or farms. They watch seeds grow and follow the journey taken by a letter to a friend in Spain.

Regular observations help assess children's interests, skills, and learning needs. This information is used for individual future planning for every child and produces an excellent balance between adult and child led learning. Skilful questioning challenges the children's thinking and continually fosters language development.

Children's achievements are monitored and recorded and used effectively to plan for the next steps in their learning.

Helping children make a positive contribution

The provision is outstanding.

Children are all well looked after in a caring environment where their needs are very well met. They are all fully involved in the life and routines of the provision. They are provided with an excellent range of resources and activities which help them understand their own needs and those of others. For example, they have talked about the festivals of other cultures and how children live in other countries, sending postcards to a child who has moved to Spain. They visit local places of interest and regularly meet other children and adults. This fosters children's spiritual, moral, social and cultural development well.

Children behave extremely well. They learn to share and take turns during activities and daily routines. They are well supported by consistent and clear boundaries, which help them to learn right from wrong. They are sensitively reminded of the rules and encouraged to respect each other and their environment. They begin to take responsibility for themselves when involved in decision making, for example when being asked what they would like for snack.

The partnership with parents is outstanding. The excellent partnership with parents has a significant influence on children's care, welfare and learning. Parents are consulted about their child's preferences, needs and interests when the child starts at the childminders and at regular intervals throughout their stay. Good communication ensures that children continue to be well cared for in all areas. Parents receive daily updates via diaries for each child, and scrap books of children's work including photographs. The children in receipt of nursery funding take home reports of their achievements and progress. Parents are informed of planned topics so that they can contribute to their child's learning if they wish.

Organisation

The organisation is outstanding.

Children are very settled and happy in the family environment provided. The exceptional organisation of both their care and education, ensures that they are well protected and are reaching their full potential in their learning.

The premises are well organised , allowing children to initiate and develop their own play and learning. Comprehensive planning, monitoring and skilful management, ensures that the wide range of policies and procedures are consistently applied.

The childminder keeps very good records which provides children with excellent continuity of care, ensures that they feel settled and secure and that their individual needs are extremely well met. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Records now include any medication administered and are signed by parents.

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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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