

Inspection report for early years provision

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<b>Unique Reference Number</b>	100739
<b>Inspection date</b>	30 April 2007
<b>Inspector</b>	Glenda Sinclair
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

The childminder has been registered since 1989. She lives with her husband in a three-bedroom semi-detached house in Lydney, in the Forest of Dean. There are toddler groups, playgroups, schools, shops, and parks within walking distance. All areas of the property are used for childminding. Children are able to play in the front and rear gardens, both of which are fully enclosed.

The childminder is a member of the National Childminding Association and is an accredited member of a local childminding network, which allows her to care for children who receive nursery funding. She currently has 14 children on her books, attending at various times. Six of these children attract nursery funding. She attends the local carer and toddler group on a regular basis. She employs two assistants, both of whom work on a part-time basis, as necessary.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

A good standard of hygiene is maintained to minimise the risk of infection spreading amongst the children. Hand gel is used on trips to ensure that children's hands are clean. Nappy changing procedures are thorough and the childminder uses a disinfectant spray to clean the table before snack time. However, although hand washing procedures are thorough and children use their own flannels and towels, the older children do not always take responsibility for washing their own hands. This prevents them gaining a knowledge of the importance of personal hygiene, as well as missing an opportunity for them to develop independent skills. Children have many opportunities for fresh air and exercise. They play in the front garden, which is paved, so that they are able to scoot and ride bicycles. The rear garden has an awning and gazebo so that children are able to play outside on even the hottest days. They go for walks to feed the ducks and also visit a local centre, where they are able to benefit from the large equipment. Children's emotional well-being is catered for. Young children gain trust and confidence as the childminder gives them the warmth and physical reassurance that they require.

The childminder does not provide main meals but snacks are healthy and nutritious and drinks are readily available to prevent dehydration

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

The provision is good.

The childminder does regular risk assessments as part of her accreditation and gives careful consideration to all details of safety and security. Appropriate fire procedures are in place to protect children and she holds regular fire drills so that children are aware of the procedure to follow in an emergency. The childminder also does occasional work with the children on 'stranger danger' and road safety. All equipment and toys are maintained to a high standard and pose no safety risk to children. Dangerous substances are stored out of reach of children and gates are secured with a chain, so that children are unable to leave the premises unsupervised.

The childminder has a sound knowledge of the signs and indicators of abuse and is well aware of the procedure to follow if she has concerns about the welfare or safety of any child in her care.

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

The provision is good.

Children have the opportunity to learn through an interesting variety of activities and the childminder and her assistants adapt activities so that younger children are able to participate at their own level. Children have social contact with other children as they make weekly visits to other childminders. They also have the opportunity to play with larger equipment at their regular visits to the local Family Centre. The childminder ensures that babies have equal amounts of adult attention and arranges activities suitable to their needs such as going for a walk with an adult to collect older children from nursery.

## Nursery Education

Teaching and learning is satisfactory. The childminder plans an organised activity each day, which is linked to the stepping stones and at least one of the areas of learning. She also links assessment to the stepping stones and carefully relates assessment to planning, so that overall, she is able to extend and support individual children, where necessary. There are very good relationships between the children. They have well developed self-esteem. They are able to co-operate well with one another. Their behaviour is good and they show a caring attitude towards their younger peers. They chatter to one another happily and are confident to speak to any adult in the room, either to show their work or to talk about what is happening at home. They are competent with one-handed tools such as pencils and glue brushes and are beginning to show an interest in books. A four-year-old was quite happy to sit 'reading' a Thomas story to his younger friends. However, children are unable to access books freely.

Children are able to count to ten and are able to recognise some numerals. They are beginning to learn to problem solve and, for example try to work out the best way of getting a table through a narrow doorway. There is evidence of work being done on measuring height and shape recognition but maths does not form a natural part of the day. It is a planned activity rather than a spontaneous one and, consequently, many opportunities are missed to compare groups of objects or to play at adding one more or taking two away, for example. Children are using simple technology such as hole punches, photo printers and torches. They are beginning to learn about the way things grow and how living things need to be nurtured. For example, they understand that seeds need water. They are aware of significant events in their lives such as the birth of a new baby or their own christening.

Children have many opportunities for fresh air and exercise and are able to jump, scoot, run and hop, stopping and starting at will. They have good hand-to-eye co-ordination and handle one-handed tools very competently. They dance to music and play musical instruments to march around the garden. They all know their colours and are keen to search for toys and items to add to the weekly colour shelf. They dress-up and enjoy role play and use their senses to explore gloop and the peppermint creams they made for Mother's Day. They use their imaginations well. However, some art activities are too adult directed, which deprives children of the opportunity to learn through freedom of expression.

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

The provision is good.

Children join in activities at their own level, encouraged by the childminder. She accommodates other religions and encourages children to develop a positive attitude towards the diversity within the wider society. She is prepared to work with children with learning difficulties and disabilities and has had some experience of working with other professionals to help the children in her care. Children's behaviour is very good and the childminder encourages politeness with gentle reminders to say please and thank you. She uses praise very naturally to reward and encourage good behaviour and has appropriate strategies in place to discourage unacceptable behaviour. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents are kept informed with daily updates on their child's progress. Every child has a scrapbook, which contains samples of their work as well as simple progress charts. Parents say that they are very happy with the level of early years education. All parents receive a prospectus as their child starts. This contains the childminder's policies and procedures.

### **Organisation**

The organisation is good.

The childminder is well qualified and very experienced in caring for children. She organises her time, home and resources to allow children to play and learn in safety. She is committed to ongoing training, both to continue her professional development and to improve the service she offers to children and parents. Her documentation is in place and reviewed regularly. She has a set of policies and procedures, which she shares with parents and her accident, medication and registration records are up-to-date and recording appropriate information to keep children safe. She has all the permissions needed to protect children in an emergency.

The childminder meets the needs of the range of children for whom she provides.

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

At the last inspection, the childminder was asked to make written agreements with parents, to obtain parental permission to administer medicine and to ensure the house wiring was safe. The childminder has now ensured children's safety by providing written contracts, putting a procedure in place for permission to administer medicine and ensuring that any area of the house where wiring is being renewed is out of bounds to children.

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

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **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.

## 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):

- investigate ways of encouraging independence by helping children to develop a knowledge and understanding of personal hygiene.

### **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):

- ensure that art activities are not too adult directed so that children are freely able to express themselves
- plan ways of incorporating number into everyday 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](http://www.ofsted.gov.uk)