

Inspection report for early years provision

---

<b>Unique Reference Number</b>	119405
<b>Inspection date</b>	11 May 2007
<b>Inspector</b>	Suzanne Joyce Stedman
<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 was registered in 1977. She lives with her husband and adult daughter in Westcliff on Sea, Essex. The whole of the childminder's house is used for childminding and there is 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 11 children from three to 11 years old all part time. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has no pets.

The childminder supports children with learning difficulties and/ or disabilities. She is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a warm and welcoming home where they learn the importance of good levels of hygiene and personal care. The childminder helps children to gain a complete understanding of hygiene and become independent in their personal care. For example, children wash their hands with anti-bacterial hand wash after toileting, playing in the garden and before eating. They are provided with individual hand towels in the cloakroom reducing the risk of cross infection. The childminder uses anti bacterial gel after changing the baby.

The childminder works to extensive policies and procedures which she has devised in relation to health, hygiene, medication and illness. Very sound procedures are in place for children who are unwell to safeguard the good health of other children who attend the provision. Children receive appropriate first aid because the childminder maintains her first aid training.

Children are positively encouraged to adopt a healthy lifestyle because the childminder provides healthy snacks and meals. She always ensures that fresh fruit and vegetables are available for children. They enjoy oranges and bananas for their snack and meals such as home made sweet and sour chicken. The children and child minder sit together while eating to promote their social graces. They are growing tomatoes so they can make their own tomato puree.

Children enjoy a good range of stimulating physical activities. They make regular trips out to the local park where they run freely, climb and balance. They visit the local beach where they use tools to dig and create holes or castles. Children move confidently with control and coordination. They negotiate obstacles well and use a range of small and large equipment to great effect. They enjoy using balls to improve their catching and throwing skills. Children enjoy moving their bodies in different ways as they demonstrate the Irish Dancing they learnt for St Patrick's Day. These valuable experiences fully promote children's developing physical skills. Older children benefit from opportunities to relax on arrival home from school, whilst younger children are able to rest according to their individual needs.

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

The provision is good.

Children are very well cared for in a welcoming, clean, safe and secure home environment. The childminder uses space well enabling children access to toys independently and safely. The notice board provides a source of valuable information for parents including child protection information, sample menus, 'Birth to three matters' framework and the Foundation Stage. Children have a clear understanding of the areas to which they have free access, and those which they require the childminder's agreement to access.

Children independently select activities from a wide range of stimulating resources, which are in a good state of repair and are age appropriate. The childminder carefully monitors and supervises children's choice of toys, to ensure they are appropriate for their age and stage of development and played with in a safe manner.

Children are able to move around and play safely, freely and independently because the childminder has identified and minimised all risks. Children actively learn to keep themselves safe because the childminder has clear rules and routines in order to maintain their safety inside and outside the home. For example, they talk about 'stranger danger' and the 'green cross code'.

The childminder safeguards children's welfare and has all of the required policies and documents in place. The childminder carries contact details with her person at all times. Children are very safe with the childminder as she has a robust knowledge and understanding of child protection in line with the Local Safeguarding Children Board procedures.

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

The provision is good.

Children settle into the environment exceptionally well and are happy, confident and eager to learn. They are involved in a stimulating range of activities which are interesting, fun and develop their curiosity, creativity and imagination. For example, they enjoy making and then playing musical instruments.

All areas of children's development is enhanced by the quality of the childminder's interactions. Children are listened to and their communication skills are well promoted as the childminder positively responds to their gestures, sounds and questions. She has a very good understanding of how children learn and how to meet their individual needs. Activities are adapted to ensure that all children can participate. Children are totally absorbed and interested in everything they do and are confident to try new experiences. For example, they happily demonstrate their newly acquired skills in Irish dancing which they learnt for St Patrick's Day.

Children's curiosity is heightened as they work with the different textured items provided for the sensory book. Children are involved in a wide range of purposeful outdoor play activities that provide high levels of challenge, many based around the current theme, such as growing sunflowers and tomatoes.

### **Nursery Education.**

The quality of teaching and learning is good. Children are making excellent progress because the childminder plans an exciting range of activities both inside and outside the home which are stimulating and fun. Curriculum planning ensures that all six areas of learning are covered and gives a clear indication of the learning intentions. All activities are evaluated to determine how they can be improved, if necessary, to inform future plans and to enhance all areas of children's learning. Children's communication skills are very good and they are given time to talk individually and listen to each other. Children speak confidently to share their experiences of activities they have taken part in such as celebrating festivals and special days. Discussions play a major part of the children's daily routine and this enhances their language skills. Their vocabulary is extended due to the high quality interactions they have with the childminder. For example, she asks them open-ended questions to develop their thinking and understanding in all areas of their learning. The childminder knows the children very well and continually provides children with challenge. She is very sensitive of children's needs and is very aware of

the different rates at which children learn. Children are given time to explore and complete activities. She provides help and support where necessary so children's confidence and self-esteem is increased.

Children are eager to learn and approach all areas of their play with great enthusiasm and interest. Children seize opportunities to develop their independence and take great pride in demonstrating what they can do. Children take time to complete their own pictures and revel in the praise they receive in recognition of their achievements. This is further enhanced by the childminder's willingness to display the work they do. Expectations for behaviour are very high and children respond to praise and encouragement from the childminder. As a result, children behave very well and are becoming skilled at taking turns or sharing.

Children have excellent opportunities for mark making and to develop early writing skills. They write letters as they play and write their names on their own work. They hold pencils correctly and learn letter formation as they write. Some children are able to do this unaided. Children are able to recognise initial sounds in words and can recognise each other's names. They have fun making up their own stories using the story box. Children use role play to develop their imagination and language as they use the play kitchen, dolls and dressing up clothes. Children make very good use of books, turning the pages from right to left and handling them correctly. They know that books can be used for information, such as when they use cookery books for cooking activities.

Children's mathematical development is extremely good. They confidently recognise numbers from 1 to 30 and can count forwards and backwards. They ably calculate the totals left when participating in action rhymes such as Five Current Buns. Regular activities are used to develop children's awareness of simple number operations such as counting how many people are present or how many pieces of fruit each child has at snack time. Children appropriately weigh out the required amount of ingredients when cooking.

Numerous opportunities and activities help to develop children's emerging knowledge and understanding of the world. Role play opportunities are particularly well planned and they enjoy playing mummies and daddies. Topic themes ensure that children learn actively about their environment. Children celebrate a variety of different festivals such as Chinese New Year and learn about the culture and customs. Children are encouraged to question how things work and why things happen, for example as they plant seeds and watch their sunflowers and tomatoes grow. They observe the seeds and plants as they grow and understand that they need to keep them watered. Children look at fruit from trees such as oranges and bananas. Children have good opportunities to see how life evolves and explore animal habitats. For example, as they go to the local pet shop to buy gold fish and oxygenating plants.

Children's regular use of creative materials enables them to develop a wealth of imaginative, exploratory and sensory skills. The educational programme effectively covers the areas of music, movement, dance, art and craft and imaginative play. Children are able to explore different materials for themselves using recyclable materials and mixing paint. They have great fun as they use the sensory book they have made.

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

The provision is good.

Children hold a strong awareness and understanding of others because the childminder actively provides opportunities for children to mix with individuals from a diverse range of backgrounds on a regular basis. For example, the childminder takes the children to local toddler groups and childminding pop in groups. She actively strives to keep her service accessible to all. She provides an extensive range of resources and activities to promote a positive view of the wider world and of different cultures. Children establish a good understanding of their local community as they travel to and from toddler groups, school and Pre School.

All children are highly valued and respected as individuals and are fully included in all activities. Children sit together at the kitchen table to eat meals to promote social occasions. They have positive levels of self-esteem and respect the opinions and actions of others because the childminder consistently praises their efforts. Children receive excellent support according to their individual needs. Children with learning difficulties and /or disabilities are generally well supported and the childminder has identified further training to develop her understanding.

Children's behaviour is very good. They demonstrate high levels of understanding about responsible behaviour. Children show care and concern for each other when playing and play together co-operatively, sharing, taking turns and assisting one another. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are able to actively contribute towards their children's learning and development because they are kept fully informed of the daily activities at all times. The childminder ensures that daily discussion about the service provided keeps parents informed about their child's activities and maintains a diary for all children. The childminder positively invites parents to make their own written contributions and they eagerly respond sharing their views on their children's developmental and care needs. This initiates a very valuable two-way communication process which enables parents to fully participate in their child's development and learning.

Overall, children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is outstanding.

Children benefit from an exceptionally well-organised routine and stimulating programme of activities. Children are very happy, comfortable and settled in a warm and caring environment where their individual needs are met. The children spend their time purposefully. All activities are planned to maximise their play, learning and development opportunities and take into account each child's individual needs.

Excellent and comprehensively written policies and procedures are in place which is individual to the setting. They address each of the National Standards and have a positive impact on children's safety and well-being. All documentation, which is regularly reviewed and updated, is shared with parents to keep them well informed about the service.

The childminder manages her provision for nursery education very effectively. For example, she offers families an induction session followed by a detailed welcome pack, including copies of policies and procedures and relevant information about the Foundation Stage. Detailed planning for the Foundation Stage and the 'Birth to three matters' framework is of the highest quality and ensures that children have a varied curriculum to enrich their learning experiences. The childminder works with other settings where the children are in receipt of early education to ensure that children's achievements are maximised. She is very aware of her role in delivering a service that enables children to make good progress towards the early learning goals. She ensures that the children have a stimulating range of different experiences to cover the six areas of learning. The childminder's excellent knowledge, practice, and enthusiasm to continuously improve her practice ensures that all children are able to develop their full potential.

Children benefit from the care of a childminder who is highly motivated and regularly attends training courses. She liaises with other childminders to discuss current childminding issues and provide a support system which, through experience, has been found to work well. In addition, she continually monitors and evaluates her practice, working closely with her network co-ordinator to enhance children's play and learning and completing a full written self-evaluation form.

Overall children's needs are met.

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

At the last inspection the childminder agreed to ensure that the daily record of attendance includes details of children's arrival and departure times and request written permission from parents for seeking emergency medical advice or treatment. These items have been addressed therefore an accurate record of when children are cared for is kept and children a better protected as the childminder has written permission from parents for seeking emergency medical advice or treatment if an incident occurs.

### **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 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):

- continue to promote the welfare and development of children with particular regard for children with learning difficulties and /or disabilities (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):

- make improvements as indicated in the care section above.

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)