

Inspection report for early years provision

Unique Reference Number	117075
Inspection date	21 May 2007
Inspector	Margaret Davie

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 satisfactory.

the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

The childminder has been minding children since 1988. She lives with her husband, who is also a registered childminder, two school age children and one adult child. They live in Tilehurst, Reading in Berkshire. The whole of the premises is used for minding and there is a secure garden for outdoor play.

The childminder may care for six children and is currently minding ten children on a full and part time basis. The childminder occasionally works with her husband from the same premises and when doing so, may care for eight children. She may also care for two children overnight.

The childminder is prepared to take and collect children from local schools and pre-schools and regularly attends a local toddlers group.

The childminder is an accredited member of the Reading Childminding Network although she does not currently have any children in receipt of funded nursery education on roll.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The provision is outstanding because children are cared for in a very welcoming, clean and extremely well organised environment. Their nutritional and personal needs are met very well and the childminder is helping them to follow excellent hygiene practices. Children can easily wash their hands and use the toilet because the downstairs cloakroom has been well adapted to meet their needs, for example by installing a low sink. The spread of germs is minimised because hygiene routines have been thought out very carefully, for example drying hands with paper towels in order to prevent children from sharing towels. Nappies are changed and disposed of safely and there is meticulous attention to cleaning children's hands after play and before they eat.

Children eat a selection of very nutritious and healthy food such as fruit at snack times and pasta mixed with plenty of vegetables at dinner time. They are forming very good eating habits because even the youngest are encouraged to feed themselves using appropriate utensils. They are offered water whenever possible, and are able to help themselves to a drink whenever they are thirsty. Young children are encouraged to make their individual preferences known at snack time, choosing from a selection of apples, pears and sultanas, in order to teach them about healthy choices.

Children are very well cared for in the event of accidents because excellent procedures are in place. The childminder attends regular courses in first aid and keeps careful records in order to inform parents of any mishaps. Medication is stored safely out of the reach of children and all documentation is in place to ensure children get emergency treatment if they need to. Individual health and welfare is very well promoted because detailed information is gathered from parents about children's needs, and about their home routines, for example about their sleep patterns.

Physical development is supported by daily exercise, including a long afternoon walk to school to pick up the older children. Children enjoy regular access to a very good range of equipment in the childminder's secure garden, such as ride on toys, balls and sand play. They also develop their dexterity and small motor skills indoors with a comprehensive range of equipment such as puzzles, board games, small stacking toys and craft resources. The younger children attend the local toddler group at least three times per week, where they use the large play equipment in order to develop their physical confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The provision is outstanding because the childminder's home has been very carefully organised and equipped with a view to children's safety. Smoke alarms are fitted in most rooms and a poster in the playroom reminds older children what to do in the case of a fire. All windows and doors are locked and the garden gate is securely bolted. Kitchen cupboards and drawers, which hold dangerous implements, have child locks fitted and the children are taught to ask permission to open cupboard doors except in the play room, to protect them from any unforeseen risks. The older children are developing an understanding of personal safety because the childminder discusses her emergency escape plan with them. Risk assessments are conducted regularly to minimise any potential hazards. Younger children do not use the upstairs rooms except to sleep.

Younger children are very well supervised at all times, whether out in the garden or indoors, for example when eating their dinner, and reminded to be careful with their food if it is hot. All toys are checked thoroughly to ensure they are safe and clean and are easily accessible. The playroom is organised to allow easy access to the big boxes of toys to the younger children, but keeping small toys out of their reach.

Children are extremely well cared for on outings. The childminder has excellent procedures in place to keep them safe. All relevant telephone numbers are stored on her mobile phone in case of an emergency and there is a notice in the car to alert emergency services that there are minded children on board. A first aid kit is always taken along and children wear special wrist bands with the childminder's contact details.

Children are kept safe because the childminder has a very good understanding of Local Safeguarding Children Board procedures. She is clear about what to do if allegations are made against herself or her family.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very happy and extremely well settled in the childminder's home because of the outstanding way in which they are encouraged to achieve well and enjoy what they do. They take delight in the extensive range of toys and craft activities, for example maintaining focus and interest while sticking coloured shapes onto a drawing of various fruit, developing their understanding of the world around them. Equipment is very well suited to encourage their creativity, ensuring they do not get frustrated and give up because activities are too unmanageable for them.

The needs of the various ages of children are very well supported by the childminder because she has an excellent understanding of how to make activities more interesting and challenging for the older children. When doing a craft activity for example, she would expect them to draw their own pictures and cut out their own shapes in order to develop their skills. She also understands however, that following a long day at school older children sometimes just want to relax and is flexible enough in her arrangements to let them play quietly with books, puzzles and games.

The childminder knows the children very well. She has a thorough understanding of the 'Birth to three matters' framework and the 'Foundation Stage Curriculum' and provides children with a wide range of experiences to encourage their development. Children are, for example, enthusiastic about the story sacks borrowed from the local toy library which encourage their language skills, talking very excitedly about the story of 'Bob the Builder'.

Children get on very well with adults and enjoy each other's company. This is because of the excellent role model given by the childminder who treats them all with respect and listens carefully when they speak. She uses lots of positive praise, which makes children feel good about themselves, for example, praising a young child for happily singing to the tune of 'Twinkle, twinkle, little star' even though she could not yet clearly sing the words. Younger children get plenty of opportunities to socialise and learn to relate to other children while attending the local toddler group with the childminder.

Nursery Education

The quality of teaching and learning is satisfactory because although the childminder is accredited to provide nursery education, she currently has no funded children on roll.

She has clear knowledge and understanding of the Foundation Stage and plans a range of activities across all six areas of learning. Planning is linked to learning intentions and is adapted to support children of different abilities. Children's progress is checked against the stepping stones and their work is shared with parents, so they can support their learning at home if they wish.

Children learn about relationships and self care when talking about why one of them needs to wear glasses and why it is inappropriate to tease them. They also learn about their senses in an activity about matching parts of their body. They draw around their hands and then count and label the number of fingers to encourage pencil control and counting skills.

Children enjoy learning about the world around them, developing computer skills and celebrating festivals such as the Chinese New Year, by cooking Chinese food.

Helping children make a positive contribution

The provision is outstanding.

The provision is outstanding. All children are valued and respected as individuals. As a result they get on well and are happy in each other's company. Children learn to respect each other and develop a high level of self esteem because the childminder is very willing to provide for any cultural or religious differences in consultation with parents. Children gain an understanding of cultural diversity through books and resources such as the African instruments recently borrowed from the toy library.

Children's behaviour is excellent. Consistent expectations help them to understand their boundaries and this is helping them to start to take responsibility for their own actions. The youngest children are learning to say please and thank you through gentle reminders and are

very eager to please. They have high levels of concentration for their ages and happily engage in activities for short periods without constant attention.

The childminder has comprehensive experience of caring for children with disabilities or learning difficulties. Although there are none currently on role, she has a clear understanding of the need to work closely with both parents and outside professionals to ensure that children's needs are met.

Relationships with parents are outstanding and this contributes significantly to children's well being. Parents appreciate how happy their children are with the childminder, and her willingness to undertake all aspects of their care including toilet training. Daily exchange of information including a diary for children under five keeps them very well updated and provides a clear flow of information between parents and the childminder to support children's welfare.

For children receiving nursery education the partnership with parents and carers is satisfactory as the childminder ensures that parents have appropriate information about their child's progress and the range of activities planned. Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is outstanding.

The childminder's home is extremely well organised to make the most of children's overall development and support their well being. Careful thought has been put into making it child friendly with ample space and light for them to play independently but with a clear regard for their safety. Rooms are extremely well organised to provide space for quiet and boisterous play as is the outside area where two terraced areas allow the youngest children to be closely supervised while the older ones enjoy a bit more freedom. For children receiving nursery education daily routines are well thought out in order to provide appropriate opportunities for play and to extend learning. The provision meets the needs of the range of children for whom it provides. When there are funded children on roll the childminder receives regular support from the local Early Years Partnership and this impacts positively on children's learning.

Documentation is outstanding, all in place; extremely well organised and easily accessible ensuring any information required for the care of children is quickly to hand. Attendance records are meticulously kept and show that ratios are maintained at all times ensuring children are always adequately supervised. Relationships with parents are professional, the childminder ensuring that confidentiality is maintained at all times.

Improvements since the last inspection

At the time of the last inspection the childminder was asked to ensure that her Child Protection policy adheres to the local Area Child Protection Committee procedures. To achieve this she has amended her policy so that it now reflects the local Safeguarding Children Boards procedures.

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.

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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

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- Continue to keep Foundation Stage training up to date to ensure that effective learning takes place when there are children on roll.

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