

Inspection report for early years provision

Unique Reference Number	152794
Inspection date	01 August 2007
Inspector	Claire Sheldrake

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 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.

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 was registered in 2001. She lives with her husband and two children aged eight and four years old. They live in a detached house in Worle, Weston Super Mare. 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 five children under eight, at any one time, and currently has 10 minded children under five on her books during the day, and two children over five before and after school. There are currently no children on role in receipt of nursery funding. The childminder walks and drives to local schools to take and collect children.

She attends the local toddler group on a regular basis and takes children to the local park. The family has a cat.

The childminder supports children with special educational needs. She is a member of an approved childminding network. She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted through established routines, such as regular hand washing before eating, and after using the bathroom. The children are effectively protected from the spread of infection with the use of individual paper towels and baby wipes, and anti-bacterial sprays on play tray surfaces.

Children are protected from the sun, they wear sun hats when playing outside, and have sun cream applied to their exposed skin.

Children have their dietary needs well met. A variety of savoury snacks are offered to the children and these include bagels, fruit, carrot sticks, and raisins. The children enjoy snack time, and delight in feeding themselves. Individual cups are always available for the children to drink from, and this ensures they are well hydrated. Children are offered a balanced daily diet, and there are good opportunities for them to try, and experience, new tastes and flavours. Documentation and activity sheets show that topics such as food have been studied, and this increases children's awareness of healthy eating.

Children receive good care if they become ill or have an accident and the childminder has clear procedures that she follows to promote children's health and well being. She has documentation which identifies consent to administer medication, but more information on this form is needed to meet the needs of each individual child.

Children have good opportunities to experience physical activities and develop their coordination skills. They climb on the slide in the garden, managing the steps with help from the childminder. They bounce on a small trampoline, and run around the grass chasing, and trying to pop, the bubbles that fly out of the bubble machine.

Photographs show the older children using tools such as pens and pencils with increasing control during craft sessions. The can manage scissors and gardening equipment with supervision. They play on larger equipment such as bikes, and a full size trampoline and enjoy going on walks in the local area.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The children are cared for in a safe physical environment. The front door is kept locked and stair gates are used to restrict access to areas in the home, such as the stairs and the kitchen.

Stoppers are used on doors to stop them closing on children's fingers, and safety netting is used around the trampoline and underneath it. The rear garden is completely enclosed and the children's play equipment is set out on the grassed area.

The childminder has taken very good steps to reduce any risk to children. She has a first rate risk assessment which she has completed and evaluated, to ensure the children are safe in the home, and when on trips off the premises.

To ensure children are protected from fire the childminder has developed an impressive action plan. This includes smoke alarm test sheets, evacuation practices and a full evaluation.

Children's toys and equipment are suitable for their age and stage of development. The childminder uses toy cleaning records to ensure they are kept hygienic, and are regularly checked for wear and tear.

Children's wellbeing is effectively protected and supported. The childminder has extensive knowledge and understanding of child protection, and this is supported by relevant training and comprehensive documentation and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

The children are busy and focused on each of the activities. They sit on the floor with the childminder, feeling and handling the large plastic animals. They mimic the noises the animals make in response to the childminder, and attempt to say each one's name. They play with simple construction toys and fit shapes together, they build with bricks and delight as they knock each one down.

The children squeal with excitement at the bubble machine, they run through the bubbles, trying to catch them and follow them around the garden. The children are settled and are becoming increasingly confident. They are encouraged to develop new language and repeat "bubbles, bubbles" again and again.

The children enjoy the childminder's close supervision. They look for her support when climbing the steps of the slide, and managing the door of the ride-on car.

The childminder is aware of each child's needs and their progress. She uses her sound knowledge of the Birth to three matters framework to plan her activities and observations, which are recorded in each child's individual profile. This in turn feeds into her Foundation Stage recording for children as they reach three years old.

Nursery Education

There is evidence to show that children are becoming independent. Photographs show children getting ready to go out on a walk, managing coat buttons, zips and shoes. The childminder states that the older children are becoming aware of each other's needs and that they help and encourage the younger ones to join in and experience activities.

Through discussion the childminder explains that she encourages children to be confident and use words and language to express themselves, she encourages them to talk about what they are doing, join in with singing and enjoy musical activities. Photographs show children extending their writing skills, holding pens and paint brushes properly, to develop their coordination and skills.

Photographs show children experimenting with early maths. They play with water and sand, using bottles, jugs and funnels to experience volume, capacity, comparing and measuring.

Documentation shows how children are experiencing their wider world. They show children visiting the fire station and dressing up with their hats, jackets and boots. Plans show how the children have been celebrating festivals such as Divali and the Chinese new year, and show how these activities help extend their understanding and experiences.

Children can be seen in photographs managing tools such as scissors and small construction such as Lego which helps develop their hand to eye coordination. Through discussion the childminder can clearly explain how she keeps the children physically active. She explains that children can bounce on the trampoline, and practice their ball skills in the garden and go on walks or the park for free play or to ride their bikes.

The children have the opportunity to be creative. Photographs show children making and producing craft activities and show children exploring textures using sand and soil in the garden. A role play area is available for them to develop their imaginative skills. The childminder states that she encourages the children to choose from a selection of musical instruments to experience sound, rhythm and a beat.

The quality of teaching and learning is good

The childminder has a sound understanding of the Foundation Stage. She can clearly explain how she supports children's learning through a wide range of play experiences, both in and outside.

Her activity plans are well written and show how each activity is developed so that all children are able to take part. Each planning sheet is evaluated. It identifies the learning objective for each topic, what went well and why, and also includes a section for improvement. For example, photographs and planning sheets show how a summer walk was planned. All the children went in pairs and collected items to make a collage. Each of the planning sheets was evaluated to show what the children gained from the experience.

Through discussion the childminder states that she follows themes, she has recently covered fruit and vegetables. Posters in the hall show how children have been involved and what they have done and this informs parents of the topic. It also invites them to bring items from home.

Documentation shows that each child's progress is recorded. An individual file with photographs and observations is kept for each of the children during their time with the childminder. These are then passed onto parents so they can share the information with the child's new school/provider. Unfortunately this means that these records are not available for reference or use during inspection.

Helping children make a positive contribution

The provision is outstanding.

The children are cared for in an environment which actively supports equal opportunities. The children are given excellent individual attention and the childminder introduces each child to an activity effectively. The children are developing a strong awareness of their wider community with an extensive selection of resources which include multi-cultural dolls, and dressing up. Books include titles about lifestyles, such as going to school, and visiting the dentist, and others show pictures of how disabled people live and work within our community. The children play with a selection of gender figures dressed in their role, such as a female builder and male chef and some others which show disabled people in a positive way.

The childminder actively supports children with special needs. She offers appropriate care to ensure their individual needs are met. She works very closely with parents to share information about their child and monitors and records their progress and well being.

Children's spiritual, moral, social and cultural development is fostered. For example, photographic evidence shows the children following the life cycle of the butterfly, and going out on a nature walk to find insects and study nature.

Children behave in a calm and settled way for the childminder. They enjoy her close interaction and look for her recognition and praise. The children are using good manners as part of their daily routines. They are encouraged to share the toys with each other, and are helped by the childminder to manage conflict if things don't go quite their way.

Relationships are being strongly developed with parents. The childminder reassures them that their child is safe and settled, via a text message or a daily diary sheet. The childminder is very relaxed in their company and is happy to spend time sharing the day's activities and routines.

The quality of the partnership with parents and carers is good

Documentation shows that partnerships with parents have been well developed. A newsletter is prepared each term to detail the activities and topics the children have been involved in. Documentation showing children's progress through the foundation stage is shared with parents, and photographs show the children busily involved in planned activities.

Organisation

The organisation is good.

The childminder organises her home to provide a safe and secure environment for children to flourish. She plans her time well to meet the children's needs and offers a variety of play opportunities both on and off the premises.

The childminder has studied a significant amount of training courses, in her own development plan to improve her practice, and these include Birth to three matters, and Curriculum planning for her accreditation. She is a support childminder for newly registered minders, and runs a toddler group at the local children's centre.

The childminder keeps a register to show the children's attendance, and this also includes any students who may be attending from the local college.

All the required documentation and consents are in place to ensure that children are cared for according to their parents' wishes, however some detail is lacking for the administration of specific medication. Her registration certificate is displayed on a notice board in her hallway, for parents to see and this also includes topics and activities that are planned for the week.

Overall 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 improve her resources which present a positive image of gender. Since then she has purchased a good selection of small figures some of which are dressed in a way that children will recognise, for example a female builder and a male chef. These represent a positive image of gender roles, different cultures and people with disabilities.

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.

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 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):

- develop your medication consent forms to include the administration of specific medication to a child.

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):

- keep examples of children's progress and assessment records for future reference and inspection

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