

Inspection report for early years provision

Unique Reference Number	107860
Inspection date	18 July 2007
Inspector	Samantha Hunt

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 has been registered since 1991. She lives with her husband and two young adult children in Holmer Green village, near High Wycombe in Buckinghamshire. Most areas of the home are used for childminding with sleep taking place on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding 10 children all on a part-time basis. She is registered to offer funded nursery education for three and four-year-olds and currently has two children in receipt of funding. The childminder walks to local schools/pre-school to take and collect children. The childminder runs a local carer and toddler group for minded children. She takes children to the local library and parks.

The family have a dog, some guinea pigs and fish in a garden pond.

The childminder is a member of the National Childminding Association and is a member of an approved childminding network "Network First". She holds a current first certificate and an NVQ level three in Early Years Childcare and Education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

All children have daily opportunities to access fresh air and exercise. The childminder actively encourages all children to use the garden on a daily basis. Plenty of toys and resources provide children with excellent opportunities to develop physically. For example, children climb through tunnels, slide down the slide, toddle in and out of the playhouse, manoeuvre cars, and ride on toys around the garden. Children go on regular walks into the community and visit places of interest such as the local woods, library and parks. Older children have access to a good range of tools and equipment to develop fine motor skills such as glue sticks, rolling pins, paintbrushes, scissors, pens and pencils.

Daily routines are followed, with babies and children sleeping or relaxing according to their individual needs. Sleep takes place in a comfortable cot and bedding is clean and regularly laundered by the childminder. Older children become aware of personal hygiene. For example, they take themselves off to the toilet, wipe their noses and know they need to wash their hands after being in the garden because they might be dirty. The childminder provides all children with easy access to soap, hand towels, tissues, toilet seats and steps to aid independence. She supports younger children well by promoting very good hygiene practices and explaining to them why they need to wash hands, and why she needs to wash the table before they have their lunch.

The childminder takes effective steps to ensure appropriate procedures are in place to promote children's welfare. For example, all accidents are clearly documented, with parents being informed at the earliest opportunity. Written permission is sort from all parents to administer emergency medical treatment and the childminder holds a first aid certificate. The childminder discusses and records children's individual needs and parent's wishes to ensure she meets the needs of the children in her care.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children play in a child friendly environment with lots of toys and resources to support and extend their play and learning. Many toys are within easy reach for children and stored in easy to reach shelves and boxes. The childminder carries out regular checks of the toys to ensure they are safe and clean for the children to use. Very good support and supervision of all children ensures they stay safe. For example, the childminder sits with younger children as they play with the coloured rice and discourages them from putting it in their mouth. She also monitors

the toys children play with effectively to ensure they are developmentally appropriate and do not pose a hazard.

The childminder has effective measures in place to ensure children remain safe. In addition to a comprehensive written risk assessment, she carries out daily checks of her home to ensure risks to children are kept to a minimum. This includes checking the garden daily before children go out to play. Effective use of safety features such as socket covers, cupboard locks, a stair gate, fire blanket and smoke alarms, also help to minimize risks to children safety.

Children become aware of their own safety through good discussion and practise with the childminder. For example, children know not to run in doors because they might fall. The childminder regularly practises and discusses the emergency evacuation procedures with children. This helps them to become familiar with what they should do in the event that they need to leave the premises in a real emergency.

The childminder demonstrates a very good understanding of child protection. She has recently updated her knowledge to ensure she is able to identify signs and symptoms of abuse and thus safeguard children's welfare. She shares a written policy with parents and holds local authority documentation to support her in reporting any concerns.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children settle very well and actively make themselves at home. They are confident and very comfortable in the childminder's care. Children have many opportunities to play with and without support from the childminder. They initiate their own play well and begin to use their imagination as they play with the dolls, buggy, workbench and tools. Children make their needs known well and are confident to request help and support. For example, they bring the instruction card and tools to the childminder and ask her to help them build a helicopter. The childminder responds very positively encouraging the child to collect all the rest of the pieces and then helping them to construct it.

Children relate very well towards one another. They have regular opportunities to mix with their peers both at the setting and at the childminder drop-in and toddler groups. The childminder is a good role model, she shows children lots of positive warmth and kindness and clearly likes spending time with them. Older children show a good awareness of others for example passing toys to the baby and sharing toys such as the tape measure and books. The childminder interacts well with all children. She spends a lot of time talking and playing with the children. For example, she supports and encourages a child to post the shapes into the sorting box, she sits on the floor with children and spontaneously extends play and learning as she asks lots of who, why, what questions that help children to think.

The childminder demonstrates a very good knowledge and understanding of the children's ages and stages of development. She is proactive in planning a flexible routine that ensures she meets the needs of all the children. This provides them with a wide range of experiences to help them develop new skills as they play.

Nursery Education

The quality of teaching and learning for children in receipt of nursery education funding is outstanding. The childminder has an excellent understanding of the Foundation Stage, and takes effective steps to plan for all areas of the children's learning. Effective planning and good regular observations clearly aids the childminder in accessing children's progress and help her to identify the next steps in children's learning

Children show great enthusiasm as they take part in planned and self-initiated activities. The childminder extends children's learning very well. For example they build a helicopter together and she asks 'where would we see a helicopter' and 'could we go on holiday in it', thus linking into the current theme of the setting.

Children practise mathematics in everyday play and confidently count up to 10 and beyond. They link numbers to measurements and use language such as bigger and smaller confidently when measuring with the tape measure. The childminder extends children's learning further, for example getting them to estimate who is going to be the tallest and what number will they be on the tap measure. Children experience a wide range of activities, media and materials to support their creativity such as painting, drawing, construction, play dough, pasta, corn flour, sand and water. This helps to learn about textures, shape and size.

Children use language very well to communicate their own needs and ask questions confidently for example 'can you show me how the drill works'? They enthusiastically share information with the childminder such as how they made the musical instrument they have brought with them and what they had to put inside to make the noise. They handle books with care and know that print carries meaning. The childminder extends opportunities to link letters to sounds in every day activities such as drawing in the coloured rice with the paint brush, writing their names on their artwork and identifying theirs and other children's names on the stickers displayed in the setting.

Helping children make a positive contribution

The provision is outstanding.

Children are valued as individuals and treated with respect, this helps them to feel secure and good about themselves. Children are warmly welcomed into the childminder's house, they happily chat to her about events or experiences in their lives, such as what they did on holiday or at pre-school. Children have individual coat pegs and the childminder displays their artwork on the notice board in the main play area.

Children behave very well. The childminder sets children clear boundaries and is calm and consistent in her approach to dealing with behaviour management. For example, she actively encourages and supports all children to share and take turns. Children receive lots of positive praise and encouragement from the childminder that helps develop their self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Children have access to a good range of toys and resources, which help them to become aware of the wider community in which they live. The childminder further develops their awareness

through the planning and celebrating of festivals and regular visits into the community. The childminder has a positive approach to inclusion for all. She collates and regularly updates information on children's individual needs and is pro-active in addressing concerns about children with their parents.

Partnerships with parents are outstanding. Children clearly benefit from the friendly relationships between the childminder and their parents. All parents receive lots of excellent information both written and verbal about the policies and procedures of the setting. This includes the Foundation Stage curriculum, behaviour management, special needs, how to make a complaint and health and safety. Parents of children in receipt of nursery education funding have regular opportunities to share the excellent records collated in their child's individual Foundation Stage profile. The childminder actively shares stages of development with them and provides information such as a newsletter about forthcoming projects to involve them in their children's learning. Written feedback from parents and children praises the very good care provided for them by the childminder.

Organisation

The organisation is outstanding.

Effective organisation of time, space and resources enables children to feel at ease in the childminder's care. They are freely able to access play areas both inside and out when they wish. This helps them to develop good independence skills and initiate their own play well.

The childminder has a very professional approach to her childminding. Documentation is in good order and freely made available at inspection. The childminder is part of an accredited childminding network and receives regular support from a network co-ordinator. This support helps her to monitor and review her practice on a regular basis. The childminder is an experienced and qualified practitioner, and is pro-active extending her knowledge through regular training and development. Recent courses undertaken include child protection, outdoor play, Early Years Foundation stage and extending play through core activities. Planning for children in receipt of nursery education funding is detailed and the childminder effectively monitors and evaluates what children are doing to further enrich their play and learning.

All regulatory documentation that contributes to children's health, safety, and well-being in the setting is in place. The childminder collates detailed records of any accidents children have in her care and records children's hours of attendance accurately. A comprehensive range of policies and procedures shared with parents help to inform them about the setting and the care their children receive. The provider 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 develop a written risk assessment to include the pond and upstairs windows. There is now a written risk assessment in place for all areas of the home. The childminder continues to carry out daily checks of her home and reviews the written risk assessment regularly to ensure children remain safe.

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

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