

Inspection report for early years provision

---

<b>Unique Reference Number</b>	302656
<b>Inspection date</b>	23 July 2007
<b>Inspector</b>	Angela Howard

<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 1997. She lives with her husband and three children aged 11, 15 and 19 years. They live in Barugh Green, a large residential area in the borough of Barnsley. The whole of the ground floor, plus toilet facilities on the first floor of the premises, is used for childminding. 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. She currently has 10 children under eight years on roll, of whom three are funded for nursery education. The childminder walks to take and collect children from the local school.

The childminder is a member of the accredited 'Children Come First' childminder network, approved to provide funded education places for three- and four-year-olds, and also the sponsored childminder network. She has completed the introducing, developing and extending

childminding practice courses and has attended a wide range of training opportunities offered by the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a very clean and comfortable environment, where the childminder ensures that good hygiene standards are maintained. Children learn about personal hygiene as part of daily routines. For example, they wash their hands before and after eating using liquid soap and individual hand towels. This results in children actively learning about personal hygiene. The childminder has a clear policy about the care of sick children, and arrangements for administering first aid and medication are rigorous. This further protects children's health.

Children thoroughly enjoy worthwhile physical activities and benefit positively from access to a very well-equipped outdoor play area. They ride wheeled toys, balance on low-level beams, climb steps, walk on stilts and catch balls, which are all vitally important to promote children's physical well-being. Indoors music is played in the background and children spontaneously dance with ribbons and sing. For babies, there is a good range of everyday objects to be sucked, pulled, squeezed and held to encourage exploration and development of physical skills. The access to a good range of physical activities contributes to children's good health in an extremely positive manner.

The effective procedures in place to promote children's good health ensure children thrive. For example, the childminder implements policies and procedures which meet children's physical, nutritional and health needs. She provides a balanced, nutritious range of snacks and meals which consist of fruit and vegetables on a daily basis. Meals are freshly prepared from fresh wholesome ingredients and take into consideration children's individual dietary requirements. This contributes significantly to children's understanding of a healthy lifestyle.

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

The provision is good.

Children are cared for in a warm, vibrant and welcoming environment. The equipment is set out in a very attractive manner, which encourages children to make choices and develop decision-making skills. The space available is used very well to provide children with an extensive range of play opportunities. The childminder has significantly enhanced the safety of the home with rigorous safety assessments. All necessary safety precautions are in place. For example, safety socket covers are in place, low-level cupboards have locks fitted, there are no trailing wires, and sharp knives and scissors are out of children's reach. Good fire precautions are in place. For example, smoke alarms are in working order, the fire blanket is wall mounted and exits are kept free from obstructions. However, routine fire safety practices do not take place to promote children's awareness of the dangers of fire and the safe evacuation of the premises.

All toys and equipment are of good quality, conform to safety standards and are well presented to allow children freedom to access them safely and independently. Play provision is checked

on a regular basis to ensure they remain suitable and present no hazards. This gives children the opportunity to self-select equipment and enjoy a wide variety of different play experiences safely. It is thoughtfully presented at a low level, which encourages independent play and self-selection.

Children are very well protected as the childminder is very clear about her role in child protection matters. She has extensive knowledge about the signs and symptoms of abuse and has no reservations about putting the procedures into practice.

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

The provision is good.

Children love coming to the childminder's. They are eager to attend and relish the time at the childminder's. The childminder shares an extremely warm and caring relationship with the children. For example, babies and young children enjoy lots of cuddles and physical closeness, so that they feel secure and content. This helps to successfully enhance children's sense of trust and self-confidence. They have an extremely strong sense of belonging and are familiar with daily routines. Children are learning good social skills and have formed good friendships with the childminder and other children. This results in them being able to build meaningful relationships.

The childminder has a very good understanding of how to meet the needs of young children. She ensures that their overall development is promoted through such activities as singing and dancing, naming colours and shapes, counting and imaginative play. Children have good concentration skills as they are totally absorbed in the domestic role play. They thoroughly enjoy making cups of tea, taking babies for a walk and then creating a picnic, where they discuss what they can have to eat and that they, 'Can't cook chips on a picnic'.

The very good communication between the childminder and children ensures they enjoy and achieve to their full potential. Children's individual development is successfully enhanced by the childminder's highly effective use of the 'Birth to three matters' and the Foundation Stage frameworks.

### **Nursery Education**

The quality of teaching and learning is good. The childminder demonstrates an in-depth and thorough understanding of the Foundation Stage. This enables her to provide a well-planned programme of interesting activities which cover all areas of learning. A good range of teaching methods is used, which includes adult-directed and child-initiated activities. This keeps children interested and ensures they make good progress at their own pace. She is skilful at using questions to challenge children's thinking and language skills and uses good systems to observe, monitor and record children's achievements. Planning documentation demonstrates that children access a very broad and well-balanced range of activities and experiences. The curriculum planning and assessment documentation contains plenty of relevant detail to enable parents to follow their child's progress.

Children are very self-assured and confident in their play. Their self-esteem is very good as they choose independently from activities and attend to their own personal needs extremely well. For example, they independently wash their hands before snack, put on dressing up clothes and pour their own drinks at snack times. Children show utmost kindness and consideration for others as they share books, find a chair for a friend and pass favourite ribbons to each other. They participate eagerly and with perseverance in chosen activities for quite long periods of time, such as when reading books or creating a picnic.

Children are very good communicators, speak confidently and are able to hold meaningful and interesting conversations. They express their own needs and ideas successfully. For example, they negotiate a turn with the eraser or direct the role play to ensure the picnic has the correct food. For example, they clearly state, 'You can't cook chips on a picnic'. Children listen attentively to stories and enjoy singing rhymes which promote physical movement, like 'Heads and Shoulders'. The childminder is skilful at extending children's vocabulary as she listens carefully when children speak. The environment is very rich in print, with alphabet cards and labels on equipment, which develop children's understanding that print has meaning. Children access a very wide variety of mark making materials freely. They love to write, draw and colour pictures, do dot-to-dot puzzles and sound letters as they make marks to represent their names.

Children use their imagination extremely well during role play. Indoors in the domestic role play area, a café, children begin by taking food orders, prepare the food and then serve the food. This is then extended to going on a picnic and they decide the babies can come but say, 'They must stay in the buggies because the floor is still wet from the rain'. Children confidently and accurately count everyday objects up to 13 and in some instances beyond. They recognise numbers up to 20 and are beginning to understand simple calculations. For example, when doing a dot-to-dot puzzle they say, 'I only have four dots left then it is done'.

The children are very active and move their bodies and handle tools and equipment very well. They move around confidently and safely. For example, they successfully negotiate space when they all need to sit for lunch or snack and negotiate around obstacles when dancing with ribbons, stopping and starting with ease. Photographic evidence shows children are skilful at climbing, jumping, hopping, skipping and negotiating wheeled toys. They love to create obstacle courses and develop their own rules and scoring systems.

Children show interest in simple information and communication technology. They confidently use telephones, pretending to chat to friends, inviting them around for coffee after they have been to the doctors, and operate the tape recorder competently. However, they only have access to a basic range of opportunities to explore information and communication technology equipment. Children show curiosity about how things work. They show interest in what happens when they use spinners, guessing how long it will spin and how fast they go. Overall, children make good progress in all areas of learning.

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

The provision is good.

Children are very happy and content and are showing a very strong sense of belonging. They are very familiar with daily routines and have formed very good relationships with each other,

the childminder and her family. This results in children being highly independent and feeling safe and secure, through which they develop a high degree of self-confidence, a strong belief in themselves and healthy self-esteem.

The childminder uses the local community well to support children's awareness of the wider world. She talks to the children about land marks as they walk to and from school daily; for example, they talk about the church local train station and shops. Children have access to a good range of resources which reflect diversity and promote inclusion. They learn to respect differences as they talk about their own differences, for example, talking and looking at their own hairstyle, if it is curly or straight; when reading a book about 'All Kinds of People'. Children enthusiastically take part in planned activities which increase their knowledge of festivals and celebrations around the world. For example, they make Chinese dragons for Chinese New Year and celebrate Holi the Hindu festival of love. As a result, children's awareness of the world around them and other people is successfully promoted. Children's social, moral, spiritual and cultural development is fostered.

Children's behaviour is good. The high expectations and consistent boundaries help children to take responsibility for their own behaviour. For example, clear expectations are given, and for younger children, distraction techniques are used effectively. The childminder helps children to feel good about themselves and offers lots of encouragement, praise and support. Therefore, children learn right from wrong in a caring environment.

Partnership with parents and carers is good. They receive a good range of information in a variety of ways: policies and procedures, daily written dairies, assessment and observation records, and parents' meetings to discuss children's progress. Children's development records are always available and these are further enhanced by the use of photographs. A very successful relationship with parents and carers ensures that the childminder has very good knowledge and understanding of children's individual needs. Ongoing verbal communication ensures that parents are kept up to date about their child's care and progress. Due to this very positive relationship, children's needs are continually met and children remain settled in the childminder's care. This clearly contributes to the children's overall well-being.

## **Organisation**

The organisation is good.

The childminder is extremely professional in her approach towards her work. She has a very clear sense of direction and is totally committed to providing a high standard of care. She gives high regard to the well-being of children. The adult-child ratio positively supports children's care, learning and play because they are offered one to one care and attention, promoting their sense of security and their emotional well-being.

Documentation is kept in an extremely well-organised professional manner and confidentiality is maintained at all times. The highly comprehensive policies and procedures in place, which are reviewed, updated and shared with parents, provide a clear sense of purpose and direction. The childminder systematically reviews her policies and procedures to address any changes made to the National Standards. For example, she has devised a robust system for recording complaints.

The childminder has a clear understanding of the Foundation Stage and stepping stones. She has a high expectation of what children can achieve and is clear about her role for children to learn through challenging and interesting activities. Documentation demonstrates that the childminder clearly evaluates her practice to identify strengths and weaknesses. The childminder includes in discussion comments made by the network coordinator, which suggests the childminder works closely with her to improve outcomes and nursery education.

Children are very happy and content, and outcomes for children are good. The childminder has extensive experience in caring for children. She is fully committed to improving her practice and makes good use of observations and assessments to monitor children's progress. This ensures she is able to continue to successfully meet the needs of the range of the children who attend. Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection one recommendation was made. This related to reviewing the way incident records are maintained to ensure confidentiality. The childminder now ensures all incident reports remain confidential by removing all records from a general record book and storing them separately. Therefore, confidentiality is promoted.

### **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):

- ensure emergency evacuation procedures are routinely practised.

## **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):

- develop opportunities for children to use information and communication technology.

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)