



Inspection report for early years provision

Unique Reference Number	317333
Inspection date	12 August 2005
Inspector	Lesley Ormrod

Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 1993. She lives with her husband, one adult child and one child aged 14 in Ulverston, Cumbria. There are three rooms on the ground floor and one room on the first floor that are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time and is currently minding two children under 5 all day. She walks or drives to local schools to take and collect children. The childminder attends two local parent/toddler groups.

The childminder supports children with special educational needs. She is a member of the National Childminding Association and the Furness Childminders' Group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children have an excellent understanding of what makes their bodies healthy and can accurately explain what they do to achieve good health as the childminder skilfully extends their knowledge in their experiences and activities with her. They know that they need to eat a healthy balance of foods and confidently explain that eating fruit and vegetables will make them strong. Children identify when they are thirsty and readily ask for a drink. Babies are encouraged to learn to hold their feeder cups as they enjoy their regular drinks. Children's nutritional needs are met as the childminder liaises closely with parents, provides daily information about how much babies have taken of their feeds and records any dietary needs and allergies.

Children have very good physical skills as they confidently make use of the range of outdoor play equipment provided by the childminder in the large garden. They clearly explain how to use their arms and legs to climb up the slide, go up and down on the seesaw swing and proudly demonstrate how they can jump high and run fast. Babies develop their mobility skills at their appropriate developmental level as the childminder uses her extensive experience to encourage their progress towards crawling, shuffling along and taking weight through their forearms to push up and look around. Children extend their excellent coordination skills as the childminder provides a variety of opportunities such as playing with ball games, using a yo-yo and going for walks as part of their frequent outings. Their understanding of how to be active and why being active is good for them is exceptional and they readily explain that exercise makes their hearts strong and healthy.

Children have an excellent understanding of why good personal care routines are important and how cleanliness keeps them healthy as the childminder consistently encourages their good practices. They explain clearly that they need to wash their hands to get rid of the germs and know when it is important to have clean hands such as after visiting the toilet or following a messy activity. Children have very good health practices and spontaneously put their hands over their mouths when they cough. They are developing a good understanding of how to care for their own health needs as the childminder discusses with them why they might have a sore place or why they felt sick and what might make things better. Children's health needs are met well as the childminder discusses their care with parents, records information on her children's forms and follows good procedures for the recording of medication and accidents. Babies' progress through their developmental milestones is carefully monitored as the childminder makes excellent use of information from the regular health clinic checks. Younger children's need for rest and sleep is well provided for as the childminder follows parental wishes, agrees appropriate equipment arrangements and ensures that children have their comforters if they wish.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move freely about the front room set out as a playroom and know how to make their way to the upstairs bathroom or to the dining room as the childminder carefully supervises their safety. They enjoy exploring the safe garden area as they delightedly find alpine strawberries to eat and blow bubbles to chase. They are confident in the setting and feel very much a part of it as the childminder places a strong emphasis on a homely environment. Children easily access the good range of age-appropriate toys, books and equipment that reflects diversity and equality and supports their developmental progress. They confidently make their play choices as they decide to play with the train set, use the large play kitchen equipment as they role play or settle to enjoy a favourite book. Babies are stimulated to develop their exploratory skills as the childminder provides a good range of suitable toys to attract their interest. Children enjoy being creative as the childminder provides resources such as freshly-made play-dough, art and craft materials, paints and natural items such as shells and leaves collected on their outings. They have a very good understanding of caring for their toys and equipment and know, as they independently tidy up, why this keeps them safe as they play.

Older children learn about the safety needs of younger children as they play together through the childminder's good encouragement of their understanding of which toys are safe for babies to have. Children have a very good knowledge of personal safety and are consistently encouraged by the childminder to understand what might happen if they do not follow safety guidance. They know why it might be unsafe to jump down steps and that they hold onto the swing with two hands. Children's safety at the premises has been carefully assessed by the childminder and she has put in place good security and safety procedures. They are taught about road safety as the childminder proactively encourages their practical skills in a variety of situations when out and about. Children explain clearly that they hold the childminder's hand, look left and right and never, ever run in front when they are near roads. Their safety in an emergency has been considered by the childminder with a written evacuation procedure but their understanding of how to escape safely is not developed through regular practises.

Children are protected as the childminder has a good knowledge of how to follow child protection procedures, shares her arrangements with parents and has attended a training course to extend her skills. Children have some knowledge of how to keep safe when meeting unfamiliar persons as the childminder teaches them to stay with her at all times and does not allow them to run up to strangers. They can relate the moral of a story to their understanding of safe practices as they chat about the little chick getting into danger when it went off without its mummy.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children make exceptionally good progress as the childminder uses her excellent skills to facilitate their enthusiastic involvement in their play experiences. They

eagerly decide what they will choose to do as they develop their independent play skills and become engrossed in activities suggested by the childminder as she effectively stimulates their extended learning. Babies are given very good support to achieve their developmental milestones as the childminder provides a range of opportunities using her extensive experience, information from the scheduled baby health checks and takes heed of resources such as the Birth to three matters framework.

Children have excellent language and literacy skills that are skilfully extended by the childminder as she encourages their pleasure in using their memory skills to talk about what they have done or finding answers by using their thinking skills. Young children use their very good range of vocabulary to chat fluently as they describe an outing to the park at Windermere and visiting Peter Rabbit at the Beatrix Potter Museum. They confidently tell the story in a book by using the pictures as a reference as they turn the pages and select a favourite book by recognising its title as they settle happily with the childminder to read together. Children enjoy free writing and can independently write the initial letter of their name. They concentrate intently to learn their sounds-to-letters skills with the childminder. Children are encouraged by the childminder to use their exceptionally good mathematical skills such as counting accurately, comparing numbers and recognising numerals in a variety of activities and daily routines. They count up to eight steps as they go upstairs, compare how many games of dominoes each person won and name the numerals on the clock game as the childminder moves the hour pointer round. Children can competently name basic shapes, complete jigsaws and accurately describe the size of the bubbles they have fun blowing in the garden. They enjoy the challenge of playing a game such as dominoes and follow the rules for placing the pieces to match and taking turns. Children delight in using their imaginative ideas as they create a butterfly choosing their colours of paints, make a collage of cut-out pictures and use the cutters to make a pattern of shapes in the play-dough.

Babies respond happily to the childminder's interactions with them and are fascinated by the animal sound box as they find out how to move it and make the sound happen. They are encouraged to develop their reaching and grasping skills as the childminder provides stimulatory toys and objects to motivate their interest. Babies enjoy exploring the fabric mat as they feel the textures and look at the shiny mirror pad. They gurgle with pleasure as they find out that moving their feet causes musical sounds to happen on the toy placed carefully by the childminder.

Helping children make a positive contribution

The provision is good.

Children access well-chosen resources that the childminder uses to encourage their positive awareness of disability and diversity as they make their play choices. They enjoy reading and talking about the characters such as PC Jump in the Balamory series of books and the childminder ably fosters their understanding that those with disabilities may do things differently from themselves but are equally of value. Children have some opportunities to learn about their own and others' cultures and traditions as they chat about holidays in France, make cards for Christmas and

Easter and attend the 'children of the world' church service for Christingle. They are consistently encouraged by the childminder to show respect for others and to value each other as they share their play. Older children understand that babies have different behaviours from themselves and learn to be tolerant when they may reach out for their play items such as the domino cards.

Children know which are good and which are unwanted behaviours as the childminder actively encourages their understanding of how to behave. They are taught that it is important to use please and thank you appropriately and understand that if they argue over a toy they will each be given five minutes with it as the childminder encourages their understanding of sharing equally. Children's developmental progress is closely monitored by the childminder and she liaises with parents if any particular need is identified that might require special support. Children have a good understanding of caring for their environment and taking responsibility as they independently tidy their rubbish away into the bin after lunchtime and put their plates into the bowl for washing. Their choice-making skills are very well encouraged as the childminder skilfully facilitates their imaginative play and children show good self-esteem as they confidently make decisions.

Children's induction into the setting is well managed by the childminder as she spends time with parents, discussing her service and giving information about her care routines and policies. Children have good continuity of care as the childminder shares information at the daily handovers about their routines and activities. Individual children's needs are known and met as the childminder discusses these with parents and records information on her forms. Children are secure in their understanding of their place in their family and at the setting as the childminder promotes their discussions about what they do at home, their family members and who lives at her house.

Organisation

The organisation is good.

Children settle happily in the setting and confidently access the various rooms for their activities and routines as the childminder has effectively organised the use of her space to meet their care and learning needs. They are protected as the childminder ensures that there is no unsupervised access by other persons and shares her written policies about their safe care with parents. Children receive a good quality of care from the childminder as she regularly extends her knowledge and experience by attending courses that cover subjects such as the Disability Discrimination Act and the Birth to three matters framework. Children enjoy a high level of individual attention as the childminder chooses to mind a small number of children only. Their very good progress is shared regularly with their parents by the childminder.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

The last Children Act inspection set an action for the childminder to ensure that written agreements are provided to parents and a recommendation that she increased resources to include those that promote positive images of different cultures and disabilities.

Children have an agreed provision of care as the childminder has now established a written proposal for her service with parents. Their awareness of other cultures and of disability has been raised as the childminder now provides a range of resources that reflect positive images of diversity and disability.

Complaints since the last inspection

There are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

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):

- enhance children's understanding of how to stay safe in an emergency by carrying out regular evacuation procedures that are recorded.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk