

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 112570           |
| <b>Inspection date</b>         | 11 February 2008 |
| <b>Inspector</b>               | Catherine Hill   |
| <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 2001. She lives with her husband and two children, aged 14 and 15 years, in a house in a residential area of Fleet in Hampshire. The home is in walking distance of local shops, parks, schools and other local amenities.

All areas of the property are used for minding although children mostly play downstairs where they have access to the lounge/diner and dedicated playroom. There are toilet facilities both upstairs and downstairs and two bedrooms are used for sleeping. School aged children are able to play in the childminder's children's bedrooms. There is a fully enclosed garden available for outdoor play.

The family has a dog. Parents are informed of this and children have limited access. The childminder is registered to care for a maximum of six children at any one time. She is currently

mind three children under five years and one child between five and eight years on a part-time basis during the week. The childminder also cares for five children over eight years out of school hours.

The childminder has a National Vocational Qualification level 3 in childcare and education, a current first aid qualification and continually attends courses and workshops on child care related topics. The childminder is an accredited member of the National Childminding Association and treasurer of the local childminding association. She is a member of an approved network and is currently in receipt of nursery education funding for three and four year old children.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children have very good opportunities to develop an understanding of a healthy lifestyle. The childminder works in partnership with parents to meet children's dietary requirements. She provides a variety of healthy snacks for children whilst parents provide lunch and tea, as required. Children's food is appropriately stored in clearly labelled containers. All children help prepare their snack as appropriate to their age and stage of development. For example, older children carefully peel a banana and cut it into bite size pieces before eagerly eating it, followed by a breadstick. Children have free access to their cup of drink at all times and drink when thirsty. The childminder ensures they are wrapped up warmly as they play outside in the fresh air. They carefully and safely negotiate steps and enjoy the freedom to explore the outdoor environment. They take dolls, and a football, for a walk in toy buggies around the garden. Very young children try pushing a football up the slope of the slide and throwing it, whilst older children develop their fine motor control as they scoop and pour with different containers in a tray of dry rice. Children are taken for walks by the childminder and to children's groups where they access a range of different resources which help promote their physical skills. For example, they take part in parachute games. As well as physical activities the childminder also ensures children have opportunities for rest and sleep according to their individual needs.

Children learn about good health and positive hygiene practice through daily routines and planned activities. They wash their hands after attending to personal hygiene and use wipes to ensure their hands are clean before eating. They understand that washing their hands will 'wash the germs away' and picture/word signs displayed in the cloakroom gently remind children about hand washing. The childminder follows good procedures to ensure children are protected from illness and infection. She wears gloves when changing nappies, ensures children use individual paper towels to dry their hands and regularly washes children's individual bedding. Children have learnt about dental hygiene during activities about people who help them, such as dentists. Children receive appropriate care if they have an accident as the childminder holds a current first aid certificate. She regularly checks the contents of her first aid kits and maintains accident and medication records. These are shared with parents alongside all written policies which support her practice in promoting children's health.

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

The provision is good.

Children are very happy and settled within the childminder's care. They play in a stimulating, child friendly environment which is maintained to a high standard of cleanliness. The dedicated playroom has excellent displays related to topics children are learning about, for example, Chinese New Year. Children feel valued and develop a sense of ownership of their environment as some of their work is displayed. They develop in independence as they freely select from a wide range of toys and resources which help promote learning in all skill areas. Resources are clearly labelled with both words and pictures so all children are aware of the contents of toy boxes. Children actively occupy themselves and enjoy their play. They keep safe as the childminder sees safety as a high priority and has identified and minimized risks within the home. She carries out daily visual safety checks and maintains written records of fire drills. Children learn how to keep themselves safe as the childminder discusses safety with them and displays written guidelines regarding the use of the trampoline and climbing frame. She has a range of written policies to support her practice in keeping children safe, for example she has a missing and uncollected child policy. Children's welfare is very well safeguarded as the childminder has a good understanding of her role with regard to child protection. She has attended advanced child protection training and has a detailed written policy which is shared with parents.

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

The provision is outstanding.

Children flourish as a result of the exceptionally high level of care they receive from the childminder. They enthusiastically engage in activities, for example, playing together with shape sorters and they enjoy the variety of activities available to them. They delight in outdoor play, where they develop their physical skills, and enjoy play with others where they have excellent opportunities to develop their social skills, for example, as they play with post office resources. They show a keen interest in their environment and ask the childminder questions to further their own knowledge. They have fun as they scoop and pour dry rice into different size containers, developing an understanding of full and empty as they do so. Play is child led and the childminder ensures activities are differentiated to meet children's needs. The childminder has regard to both the Birth to three matters framework and Foundation Stage curriculum and maintains observation records of children's learning in relation to the curriculum being followed. Parents are given written reports on their child's progress and are able to add their own written comments regarding their child's development.

## **Nursery education**

The quality of teaching and learning is good. The childminder has a very good understanding of how best to support and challenge children in developing their skills and knowledge. She uses a range of teaching strategies during play. For example, she asks open ended questions to make children think and models handwriting for children. Detailed development records are maintained with termly short term learning targets set. The childminder shares information with both parents and other parties involved with children's education via a communications book. Weekly activity plans are in place which show links to the early learning goals but they

do not consistently show the learning focus of activities. Children's personal, social and emotional development is very good. They have excellent manners and show kindness towards others. They learn to negotiate and compromise during play so that all children have fair access to particular resources. They are developing in independence and put on their hats and change their footwear for outside play. They freely practise their handwriting during play as they write letters and seal them in envelopes during an activity developing their understanding of the postal system. They enjoy listening to stories and snuggle up next to the childminder as she reads a book about Postman Pat and the time.

Children use comparative language correctly as they proudly announce that they are the tallest compared to other younger children in the childminder's care. They develop their counting skills as the childminder encourages them to count how many letters they have and they correctly count three. The childminder reinforces children's awareness of number as she counts up to 23 play coins but she does not, however, encourage children to count with her. Children have good opportunities to develop their knowledge and understanding of the world. They are taken on planned outings, for example to the fire station and farm, and learn about the natural world when taken pond dipping and by planting and growing beans in the childminder's garden. They learn about different cultures and experience the use of technology, for example, as they use calculators during play. They show good control of their bodies as they reinforce and further develop their physical skills. They have great fun as they jump and dance around whilst singing 'Old MacDonald had a farm' and demonstrate good fine motor control as they carefully use pencils to write. Children enjoy using their imagination freely during play and have opportunities during craft activities to experiment with a variety of mediums, such as bubble wrap painting. They thoroughly enjoy singing songs and enthusiastically match actions to the words as they sing 'Twinkle, twinkle, little star' and the 'Wheels on the bus'.

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

The provision is outstanding.

Children have excellent relationships with the childminder and one another. They show high levels of care and consideration for each other and readily approach the childminder for support showing that secure trusting relationships have been formed. Very young children playfully tickle the childminder's neck as she helps them on with their coats and older children chat easily with the childminder as they play. Children feel good about themselves and valued as individuals as the childminder generously praises them for their efforts during play. All children are treated with equal concern and given equal opportunity of access to resources and activities, as age appropriate. The childminder is vigilant to individual children's needs and ensures they remain clean and comfortable during play. Children's spiritual, moral, social and cultural development is fostered. Children develop a positive understanding of diversity and differences through play with a variety of resources and through learning about different festivals. For example, children have learnt about the Chinese New Year and had the opportunity to dress up in Chinese costume and sample Chinese food. The childminder has a written statement relating to special needs and has experience of working with outside agencies to support children's particular developmental needs.

Children play exceptionally well together and demonstrate very good manners as they politely ask if they can help prepare the fruit at snack time. The childminder has high expectations of children with regard to behaviour and manners and is firm but fair. She acts as a positive role model and treats children with respect as she talks and listens to them. The partnership with parents and carers is outstanding. Children benefit considerably from the strong relationship established between their main carers. Parents are kept very well informed about their children and the childminder's practice through the exchange of both written and verbal information. The childminder has recently introduced a newsletter for parents and also displays information on a parents' notice board. For example, details of activities children have been involved in are displayed. Parents are provided with termly written reports to inform them of how their children are progressing with regard to the Foundation Stage and also Birth to three matters framework. Parents are effusive in their praise of the childminder with testimonials on file stating that she is 'very professional' and makes a 'fantastic contribution to (children's) early development'.

### **Organisation**

The organisation is good.

The childminder effectively organizes her practice to provide children with a welcoming, stimulating home environment for their care and learning. Children are sensitively supported to become independent learners and have access to a wide range of experiences both inside and outside the home. A range of documentation is in place to support the childminder's practice although some lacks a little detail. For example, children's full names have not been entered on daily attendance records and the complaints procedure, which is displayed, has not been updated to fully reflect the 2005 addendum to the National Standards. The leadership and management of nursery education is good. The provision for nursery education is evaluated on a termly basis. Professional development for the childminder is ongoing and she is continually looking for ways to improve her practice for the benefit of children within her care. Overall, the childminder meets the needs of the range of children for whom she provides.

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

The childminder has addressed the recommendation made at her previous inspection with regard to documentation and has included within her complaints procedure Ofsted's contact address.

### **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

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

- improve documentation by ensuring children's full names are recorded on daily attendance records and by extending the written complaints policy to detail the procedure to be followed with any concerns raised

#### 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):

- further develop written plans to clearly show the learning focus of activities in relation to the curriculum being followed.

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)