



Inspection report for early years provision

Unique Reference Number	EY257376
Inspection date	09 January 2006
Inspector	Jackie Liffen
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Tryphina Roberts has been registered since March 2003. She lives with her husband and three school aged children in Paddock Wood, Kent. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder works with her husband, who is also registered, and together they may care for a maximum of seven children at any one time. She is currently minding, together with her husband and another assistant, fourteen children on a part-time basis. The childminder arranges for children to be taken and collected from local schools and nurseries. The family have a dog.

The childminder supports children with special educational needs. She is a member of an approved childminding network and is currently in receipt of funding for nursery education for three and four-year olds.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to recognise the importance of maintaining healthy options because the childminder usually reminds them to wash their hands when appropriate, especially after touching the dog who tends to lay in the passageway. She also helps by ensuring that they have individual paper towels and can reach the hand basin. The childminder takes positive steps to prevent the spread of infection by ensuring that babies and toddlers have individual linen in their cots. She ensures that babies are not affected by cross contamination because she sterilises all their toys on a regular basis. Children play comfortably on the floor of the kitchen, where the temperature is appropriate until the back door is left open and a cold draught blows through the house. They generally have free access into the garden and are able to exercise there when the weather is suitable. Children also have good opportunities to promote their physical development as they are taken out regularly to places such as the swimming pool and other activity centres. Children benefit from eating fruit both at snack time and at lunchtime, although sometimes they do not make healthy choices.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are able to play freely throughout the downstairs of the childminder's home where the floor is laminated and cleaned regularly. However, sometimes their progress is impeded by the dog who tends to lay across the passageway. They are able to select some toys and activities from a few which the childminder provides downstairs and are able to play with a large range when supervised upstairs. The premises are generally secure and children are unable to exit unaided. The childminder takes further steps to promote safety within the setting by making sure that children cannot reach dangerous substances; she checks her fire precautions on a regular basis. Children are well protected because the childminder has a clear understanding of child protection procedures and has a high regard for children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are comfortable, assertive and are becoming articulate because they gain from having one to one attention, and the childminder encourages them to make choices whenever possible. Children benefit from the flexibility of learning within the setting because the childminder is able to change her arrangements according to each child's interests and abilities. Children obediently follow instructions and are increasing their skills because the childminder ensures that an adult is able to direct them at all times. From time to time they explore and initiate games using resources which the childminder selects. The childminder has a sound understanding of how children develop and consequently children thrive in the busy environment.

Nursery Education

Children are becoming confident and able to express themselves because they play securely and freely in the childminder's house. They feel at home and show a sense of belonging because they are familiar with routines and at ease with the childminder and her assistants. Children's self esteem is high because the childminder ensures that each individual receives appropriate attention according to his/her needs and rewards them with positive reinforcement. Children are becoming articulate because the childminder, her husband and helper interact with them all the time and constantly ask questions. However, sometimes the children respond inappropriately and adults do not notice, missing opportunities to extend the children's learning. Children sometimes lose interest in stories because they are not sitting comfortably and cannot see the pictures.

Children are beginning to understand some aspects of the world about us as the childminder tries to introduce various projects such as The Chinese New Year. Children are beginning to learn the sounds of letters when they interact and play with things such as the soft toy alphabet game, and when they are challenged by the childminder. They also complete some worksheets and are beginning to initiate games with some of the resources such as a pretend cooker, however, they quickly change course when an adult intervenes to direct their play. Children enjoy water play where they are learning different abstract concepts. They are beginning to recognise numbers and can count up to ten articles provided by the childminder.

Children move quickly from one activity to another with confidence and control because they are comfortable and familiar within the setting. However, the range of easily accessible activities is limited, which means that sometimes children are not making good choices or becoming independent. Children enjoy going on outings to activity centres where their gross motor skills are enhanced. They are becoming proficient in their fine manipulative skills when they cut playdough or work on puzzles and enjoy joining in familiar songs during periods of music and movement.

The quality of teaching and learning is satisfactory. The childminder has a basic understanding of the Early Learning Goals and is starting to initiate plans covering all the areas of learning, however, at the moment some opportunities to extend children's learning are lost.

Helping children make a positive contribution

The provision is good.

Children benefit from consistency of care because the partnership with parents is very good and forms a firm basis for the success of the provision. The childminder ensures that all parents are well informed of the activities their children undertake and is keeping comprehensive records; as a result children are confident and secure within the setting where they know what to expect. Children are able to play with a number of positive images of the diversities in our society and the childminder also introduces projects based on celebrating other religions and festivals. They are encouraged to respect other people and become familiar with other cultures and communities so that overall their spiritual, moral, social and cultural development is fostered well. Children are well behaved because the childminder takes every opportunity to reinforce good behaviour. She is a good role model and ensures that children are fully involved in interesting activities all the time; as a result children respond very well to guidance and instruction from the childminder. Children with special needs benefit from attending the

provision because the childminder endeavours to meet their requirements by researching information from parents and professionals.

Organisation

The organisation is good.

The childminder has all the required procedures and documents in place to ensure that children's welfare is safeguarded and promoted. For example, the childminder holds a current first aid certificate and has a good knowledge and understanding of the local child protection procedures. All records are kept up to date and the registration certificate is suitably displayed. The childminder tries to organise the activities of her assistant and her husband so that children receive adequate attention to help them achieve the early learning goals. Her leadership and management is satisfactory because, although the childminder is able to organise children's time and activities in order to benefit each individual, sometimes adults interrupt children during play so that they are disturbed and are unable to explore and experiment independently. The childminder has comprehensive plans and records children's abilities well so that overall the provision meets the needs of the range of children who attend.

Improvements since the last inspection

At the last inspection the childminder was asked to: ensure that all children's attendance is recorded daily and accurately; expand the equal opportunities policy to include information promoting the use of positive images through play and produce a written safety procedure including details for outings.

The childminder now uses a register showing the time that children enter and leave the provision. This is completed regularly as children come and go so that their safety and welfare is maintained. The childminder reviews her equal opportunities policy, so that she is able to inform parents and ensure that children become familiar with the world about us. She has written a risk assessment to include safety for children on outings.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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 satisfactory.

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):

- encourage children to make healthy choices
- ensure that the dog does not impede on the care of the children.

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):

- consider how to display toys and activities so that children can help themselves from a range, and develop their imaginations and interests independently.
- ensure that children are sitting comfortably and are able to interact when stories are read to them, so that their questions can be considered and their learning extended

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