

Inspection report for early years provision

Unique Reference Number	313341
Inspection date	06 February 2008
Inspector	Jackie Phillips
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 good.

WHAT SORT OF SETTING IS IT?

The childminder registered in 1994. She lives in a semi-detached property with her husband and teenage son, to the west of Kingston upon Hull. The city centre is approximately four miles away. In the immediate area is a primary school and library, and within walking distance is a range of shops on both Spring Bank and Willerby Road. For childminding purposes the ground floor of the house is used which consists of a through-lounge, kitchen, bathroom and a conservatory. An enclosed rear garden is used for outdoor play.

Registration is for a maximum of six children under the age of eight years. There are currently eight children on roll. Of these, seven are under eight years and one is over the age of eight years. The childminder is accredited to provide funded nursery education. There is one child presently attending the setting in receipt of funding. She may work with another registered

childminder. On these occasions, numbers of children can be increased. Children attend mainly for part time, flexible sessions. Support is provided for children with additional needs.

The childminder is a member of the National Childminding Association, Hull Childminding Association, Child Care Matters (Humber Ltd) and Children's Quality Care.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are regular opportunities for children to engage in physical play and energetic activities. For example, they frequently walk to places of interest within the local area. They also visit activity centres and groups as part of the organised routine. This means children are introduced to places within the community and benefit from play opportunities with other children using increased levels of equipment. A varied range of outdoor equipment is provided for use within the setting's garden area. Resources also include those where children use finer manipulative skills, such as creative materials and puzzles.

Children understand about effective personal hygiene. They have good access to hand washing facilities and personal care routines are introduced from an early age. Children spontaneously wash their hands before and after eating. Disposable hand wipes are readily available and a stool provided in the bathroom enables children to develop independence and self-help skills. Good arrangements are established for when children are ill. Parents are made aware of the setting's sick child policy and written information on childhood infections and diseases are available for referral. Secure nappy changing routines, which are carried out hygienically, reduce the risk of cross-infection.

Children know that individual beakers of drink are readily available. They can ask for more when necessary, preventing them from becoming thirsty. Parents and provider negotiate regarding the provision of children's food. Effective storage arrangements of children's lunchboxes are established. Written sample menus, shared with parents, provide ideas of an acceptable variety of meals that can be provided. Healthy options are included, such as fresh and dried fruit. Young children are given very good support and encouragement to become independent at feeding themselves. All children are involved in simple cooking activities, for example, making buns and pizzas.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

A warm and comfortable homely environment is provided for children. They use all of the ground floor of the property. Entry to the kitchen is restricted unless under supervision, which helps to keep children safe. Equipment to support the care of babies and to reduce risk to children is provided, for example, highchairs with restraints, a fireguard and safety gates. A small child sized table and chairs are provided for children to sit securely and eat meals or enjoy activities. They like to choose their favourite colour of chair to sit on. The comfortable family sofa is used by children to rest or relax, for instance, to enjoy a story book.

Children know what to do if they need to evacuate the property because they are involved in practising the fire drill. Accidents that occur within and away from the setting are recorded and details shared with parents. There is a risk assessment carried out to help promote a safe environment, supported by direct adult supervision. However, currently details do not include how children are protected from the hazard of glass in a shed window or potential unauthorised access from the rear entrance.

The childminder has attended up to date training in child protection and shares a written policy with parents with regard to her responsibilities. She has established written procedures for a lost or uncollected child. There are emergency care arrangements in place for children that are shared verbally with parents. Written confirmation from parents to clarify their consent is not yet established.

Helping children achieve well and enjoy what they do

The provision is good.

Children attend a variety of groups and activity centres where they play, learn, meet other children and become more aware of their community. Within the setting they use a broad selection of toys and resources which are regularly rotated to keep them interested. Opportunities are provided for children to self-select their materials, aiding choice and decision-making skills. Resources include items for children to engage in role play, be creative, read books and watch videos. Supplies are often enhanced by the addition of equipment borrowed from the local toy library. This means children benefit from a wide range of different resources that they have access to.

The childminder uses an approach in line with the 'Birth to three matters' framework. This means the development needs and learning opportunities for children under the age of three years are well considered. Children learn through purposeful play and practical experiences. For example, they use simple to follow recipe cards when involved in baking activities. Experiences include those to develop children's sensory awareness, for instance, playing with jelly and uncooked rice and pasta. This successfully enables young children to become, for example, skilful communicators and competent learners.

Nursery education

Children are well supported to make progress in all areas of learning. For instance, they use a selection of creative materials to express themselves using various techniques, such as painting and collage. Children enjoy looking at photographs and discussing past events. They use memory and recall skills when involved in an activity that has taken place previously. For example, they describe how they used the rice and pasta before to make a birthday cake.

Children are interested in number and counting. They can identify individual numerals and solve simple mathematical problems. There are some missed opportunities for children's use of mathematical language to be further developed. Simple worksheets are occasionally used, for example, to practise and refine pencil control, make picture associations and act as a discussion tool. Children use their imaginations very well as they play. When involved in story

time, they are able to retell events using their own words. Resources are provided to help children understand about how things work and information and communication technology.

The quality of teaching and learning is good. The interesting range of activities is planned around a theme or topic. This helps to make links in children's learning and supports a focused approach to education. The childminder has a sound knowledge of the Foundation Stage and ensures all areas of learning are sufficiently well covered. The assessment of children's progress is based on observations which are recorded and shared with parents. Photographs and examples of children's work are safely stored in individual profiles, positively demonstrating what children can do. However, the information is not yet clear to show how children will be supported to move to the next stage in their learning.

The childminder demonstrates a patient and calm approach when interacting with children. She asks open-ended questions to help children share their ideas and understanding. She is well prepared for activities, for example, enabling children to work at table or floor level. She ensures areas are well protected which means children can be free to investigate and experiment using different resources, and are not made to feel anxious about spoiling the environment. The childminder supplements her supplies of learning aids by producing homemade books with a specific focus, for instance, about other cultures, the seasons, shape or colour.

Helping children make a positive contribution

The provision is good.

All children are treated fairly and with respect. Consideration is given to working with parents to ensure children's additional needs are met. Children learn about other cultures through a range of resources. These include homemade scrap books that include colourful pictures, illustrations and prompts for discussion, helping children to understand the wider world about them.

Children are kept occupied and well engaged, which means they behave very well. They demonstrate high concentration levels at activities that stimulate and challenge them, for example, playing with tactile materials. Children of different ages get on very well and take turns and share. The strategies used by the childminder support children's behaviour successfully, for example, the use of distraction and explanation. This helps children to understand between right and wrong and come to terms with feelings and emotions.

Within the range of planned activities, different festivals are celebrated throughout the year. For example, Chinese New Year, Hanukkah, Divali and Christmas. Organised fundraising events are also incorporated. This means that children learn to understand about the values and beliefs of different cultures and how they can contribute to helping others. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Through access to records, details of planning and written documentation they are well informed of the setting's operational procedures. Effective use of a high number of photographs enables parents to see the events and activities that children enjoy during their time at the setting. This also helps them to observe

developmental progress and how children learn through play. They have good access to relevant information about the Foundation Stage.

Parents provide their written consent for the majority of procedures, for example, children attending trips and outings and use of public transport. A written daily diary system is shared with parents and, in conjunction with verbal feedback, exchanged information supports the care and well-being of children. A valuable evaluation exercise enables parents to give their opinions and express their views about the level of service provided.

Organisation

The organisation is good.

The childminder is very committed to training and professional development. Her wide range of certificates and qualification evidence is available and presented to a high standard to share with parents. She has developed a useful, interesting and informative evidence file of how she meets the outcomes for children. All required training and documentation is in place.

The space available is used well. Activities take place within and outside the home. This means children benefit from a flexible, interesting routine where every child matters. They are enabled to socialise and use a wide range of different toys and equipment. Outings and trips to local places and those that take place within the wider community support children's learning. Their awareness is raised about diversity and materials and resources support their understanding. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since 1 April 2004 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):

- ensure children's safety from insecure access to the rear of the property and glass to shed windows
- ensure parents provide their written consent for the setting's emergency care arrangements.

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):

- ensure that plans for assessment of children's progress are sufficiently rigorous, so that they provide a reliable basis for planning the next steps in their learning
- develop children's use of mathematical language.

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