



## Inspection report for early years provision

<b>Unique Reference Number</b>	322213
<b>Inspection date</b>	19 September 2005
<b>Inspector</b>	Barbara Redmond
<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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

The childminder been registered since 1983. She lives with her husband and adult daughter in the Allerton district of South Liverpool. The whole of the ground floor is used for childminding, including an upstairs bathroom. There is a fully enclosed garden available for outside play.

There are currently eleven children on roll who attend for a variety of sessions. Two children receive funding for nursery education.

The childminder attends some sessions at local playgroups week, is a member of the local accredited Calder Childminding Network. She has an Nursery Nurse Examination Board qualification. The childminder visits local parks and toddler groups when minding.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children well protected from cross infection because the childminder has very effective hygiene routines in place. Children use individual towels to dry their hands which have been labelled with their names. All areas are maintained at a high level of cleanliness for children as the childminder uses stringent hygiene routines such as wiping tables very well before food is served with appropriate cleaning materials. Effective food preparation routines ensure that children's health is not compromised.

Children are encouraged to learn about the importance of personal hygiene routines because the childminder carefully explains why hand washing is important. Sleeping children receive appropriate care as each has their own travel cot and they are checked regularly. Children on medication are safeguarded as detailed documentation is maintained with all the necessary parental consents. Children can be protected in emergency situations because the childminder has a current first aid certificate and written permission from parents to seek emergency treatment.

Children have their nutritional needs very well met because the childminder has an excellent awareness of healthy eating issues and provided freshly cooked snacks and meals. Children receive fresh fruit and vegetables every day as part of a balanced diet. Children have a very good understanding of the benefits of a healthy diet. They go, unprompted, to a poster on the wall showing fruit and vegetables and find what they are eating. They then say in detail how the food helps their body to stay fit and well. Fresh drinking water is available to children all day so they do not become dehydrated.

Children are given frequent opportunities to develop their climbing and balancing skills because visit the park regularly and are encouraged to climb on trees and park climbing equipment. Large equipment at toddlers and play group also to help them develop their large motor movements. They have bikes outdoors and a wide range of play materials including a play house, a minibeast garden, tables and chairs so they benefit from being outdoors. The children also walk to a local school each day to further develop their physical well being. The childminder has produced a character called Josey Jump who has a box of ideas of how children can engage in physical play. This helps them to develop an excellent understanding of the benefits of physical activity to their health.

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

The provision is outstanding.

The environment is very warm and welcoming for children and their families. There is a playroom where every opportunity has been taken to cater for children's learning and care needs. The walls are covered with posters, children's work and learning materials that provide an encouraging and exciting space for children. The room is laid out skilfully and includes a large role play area with an excellent range of resources. All resources are easily accessible to encourage children to independently access them and explore their own interests.

Children have access to an excellent range of resources that encourage them to make progress in all areas of their development. The resources appear safe clean and of a high quality. They are checked regularly to ensure they remain clean and safe for children.

The childminder demonstrates a very good awareness of child safety. Kitchen cupboards and the fridge are fitted with locks and a safety gate is in place on the stairs. Drains are covered and socket covers are in place. Radiators are fitted with individual thermostats to protect children from burns. As an extra precaution the childminder puts a gate across the kitchen when the oven is on to ensure children are safe. There are guards on doors to prevent trapped fingers.

Children are protected in case of fire because there are smoke alarms fitted on the landing and in the hall. The fire safety officer has visited the setting to advise the childminder on keeping the premises safe for children. There is a detailed fire evacuation procedure in place and check lists in place to ensure that the premises remain safe. Children are made aware of their own safety in the event of fire because regular drills take place and details of what happened are recorded in detail.

Children who have minor accidents are safeguarded because the childminder accurately records any accident and shares the information with parents who sign to say they have seen them.

Children learn about their own safety because the childminder has implemented an excellent system using the character Humpty Dumpty to remind them to stay safe. During a messy painting activity a poster with Humpty on saying "Take care" was put up to remind children to take care using small plastic bags to mix paint and because the childminder was using a tin opener. There is a Humpty Dumpty rule box, a poem and stickers to reward children who show awareness of safety.

Children are very well protected here because the childminder has a detailed file containing all the necessary information and contact details should she have any concerns about a child. She has had regular training in child protection so that she has a very good understanding of issues and procedures.

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

The provision is outstanding.

Children are interested, excited and motivated to learn. They are engrossed in a wide range of purposeful and developmentally appropriate activities which provide high levels of challenge. Children under the age of three benefit from the childminder's expert knowledge of the Birth to three matters framework as she plans exciting activities for them. Children proudly point to photographs on the wall which demonstrate their achievement in the context of the Birth to three matters framework. Throughout the session the childminder encourages children to think. She asks how things work and develops ideas. Relationships are excellent at all levels, so children freely ask questions and contribute ideas enhancing their learning and development.

The childminder takes every opportunity to help children learn during enjoyable activities. For example, at lunch time the children are given fresh sugar snap peas to shell and the childminder

excels when she introduces many concepts as the children explore the vegetables. They discuss colour, name the vegetables and look at the 's' sound at the start of the phrase. They also count the peas and nibble at them, observing that they are crunchy. A relevant poem that rhymes is also introduced. They also look at cauliflowers, one of which is purple and the children are fascinated. The childminder reinforces the word florets and gets the children to repeat the word. The children of three different ages are fully engrossed and revel in this ideal learning opportunity.

## Nursery Education

The quality of teaching and learning is outstanding. The childminder has a very thorough understanding of the Foundation Stage Curriculum. She therefore plans a range of activities that are based on her detailed observations of children and their progress. Learning outcomes are clearly identified for children who make excellent progress through the stepping stones towards the early learning goals. Assessment records are completed with parents so that a balanced and accurate record of children's progress is maintained. The childminder visits parents in their homes to carry out this process, providing a convenient service for children and their families.

Children have developed high levels of confidence and self-esteem as the childminder praises them and takes time to listen carefully to what they have to say. Children behave extremely well because they relish their time at the setting. Children can develop their personal and social skills here because the childminder encourages social skill such as sharing and taking turns. Children are seen waiting patiently for their turn at squeezing the paint and comment that they are waiting for 'their turn'. They are encouraged to share toys and are rewarded with a sticker when they do.

The development of communication, language and literacy skills is a particularly strong aspect of learning for children. They are familiar with the written word because they see clear labels on resources and on information sources throughout the setting. Children are very interested in books here because such a wide range of books is available to them and they are presented so well. They are beautifully displayed for easy access and an excellent range is offered including information and story books. Children independently and frequently go over to the book area and enthusiastically select a book to look through. Children have cushions and rugs to make the area cosy and comfortable for them. Children are encouraged to look in books frequently and the childminder asks questions and promotes thinking and recollection of past events to foster children's learning and language development. Books include home made books such as "Find the pattern" which links to the current topic. Children learn about alliteration because the childminder introduces characters such as Curious Cat, who helps them explore and experiment, and Josie Jump, who encourages them to develop their physical skills. The childminder skilfully extends children's vocabulary. When she shares a speckled pattern in a picture with the children she encourages them to find similar patterns on animals in books. Later a child observes that a pattern produced when painting is speckled, demonstrating the success of the method used by the childminder to help children learn new words.

Children are encouraged in their early literacy skills as they have free access to a wide range of mark making materials. Children spontaneously write a letter to a family member and put it

in an envelope which they post under the door. Emergent writing is used to write the address on the front. Outside, a younger child uses chunky chalks to write on a large chalk board on the wall in the garden.

Children are given many opportunities to develop their mathematical skills and knowledge. They count out plates at snack time. They explore pattern on their clothes. Posters and story books reinforce these concepts for children. In the role play area there are many types of clocks so that children can develop an awareness of time. There is also an extensive range of measuring tools available to children including measuring tapes, a foot span and jugs, so children have fun learning about size space and are able to compare objects.

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

The provision is outstanding.

Children have access to a wide and varied range of resources and activities that reflect a diverse society including items such as musical instruments and role play resources. A wide variety of cultures and people with disability are represented. In small world play there is a wheel chair for children to use. Activities involve the use of various skin tone paints to reflect ethnic diversity. The childminder helps children to increase their awareness of diversity in society by trying to include elements of this into all activities. For example, a person who is a wheelchair user is depicted on a 'Wheels on the bus' prompt card. Therefore, children's spiritual, moral, social and cultural development is fostered.

All children are welcome at the setting and the childminder has taken steps to ensure that she has the knowledge and skills to meet the needs of all children, implementing fully inclusive practice. She has undergone additional training, developing a detailed understanding of the Special Educational Needs Code of Practice (2001). She has accessed a pack of resources so that left handed children can participate fully in all activities. The childminder works closely with parents and other professionals so that all children can receive the best possible care as individuals.

Children behave well here because they are stimulated and excited by the activities offered. Behaviour is very well managed as the childminder uses positive strategies such as distraction, praise and encouragement to help children behave well. For example, when a child takes a doll from another child and she becomes distressed the childminder explains that it was her baby and offers an alternative that the child is pleased to accept. Children regularly refer to turn taking even when they are under two years of age, demonstrating their understanding of the needs of others.

The quality of partnership with parents and carers is outstanding. The childminder works very closely with parents to ensure that appropriate and consistent care is given. There are excellent systems in place for the exchange of information. Parents receive a detailed pack about the care provided before the child starts. The settling in process is particularly well documented including detail on discussion about diets and menus, behaviour management and equality of opportunity. It also documents children's accompanied visits with their parents. There is a parent notice board in place to ensure they are kept up to date about the setting. The childminder also provides parents with information she prepares on topics such as the

introduction of the 'Birth to three matters' framework, to ensure they are kept up to date with change.

Parents are kept informed about their child through daily diaries. These files provide parents with exceptional detail and include day to day care, the planning of activities and details about children's progress relating to regular observations.

### **Organisation**

The organisation is outstanding.

The childminder has ensured that adults living at the premises are suitable to have contact with children by carrying out the necessary checks. The childminder is committed to accessing regular training to update her knowledge and skills so that she remains able to provide the best possible care and education for children.

Children's care is enhanced by very efficient and effective organisation. Children have access to safe and efficient care and play because the childminder is very well organised. She has all the necessary documents in place, including children's records and information relating to care and education, which are organised into files for easy access.

Children's records are stored on high shelves in the play room to ensure confidentiality for children and their families. Children's interests continue to be protected after they have left the setting because the childminder stores their records for the required time.

Overall the provision meets the needs of the children who attend. The childminder's organisation of the nursery education element of care is outstanding and results in all children receiving an effective education, according to their individual needs.

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

At the last inspection the childminder was asked to make a the hard surface play area safe for children. This has been done as a barrier has been erected so children cannot access the area, keeping them safe. She was also asked to seek written permission from parents to seek emergency advice or treatment and this is now in place so the well-being of children is safeguarded.

### **Complaints since the last inspection**

There are no complaints to report.

## 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)