

Inspection report for early years provision

Unique Reference Number	106757
Inspection date	25 February 2008
Inspector	Kay Roberts
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 outstanding. 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 1997 and holds a child care qualification. She lives with her husband and two children aged 16 and 13 years in Knowle, South Bristol. On occasions the childminder's husband works as an assistant. Children have access to the ground floor and two bedrooms and bathroom on the first floor. The family have a Labrador and tropical fish. The childminder is registered to care for a maximum of six children at anyone time. She is currently minding nine children, two of whom are over five years. The childminder regularly attends local childminding and toddler groups.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children play in a clean environment where their very good health is actively promoted. They begin to understand the importance of hygiene through the daily routine as the childminder gently wipes their noses when necessary. Babies understand that they must have their hands and faces cleaned after meals. The importance of personal hygiene is reinforced as they join in with the action rhyme 'Here we go round the mulberry bush' and the childminder explains

the importance of washing clothes. The childminder takes positive steps to stop the spread of infection, for example, providing each child with their own towel. Children have limited contact with the childminder's dog, which is regularly treated for worms and fleas. The policy for excluding children who are sick, together with details of exclusion periods for communicable diseases, is shared with parents. Children are fully protected in the event of medication or first aid being required, as the childminder has very safe procedures in place.

Children have good daily opportunities to be outdoors. In summer children do not get burnt as sun screen is applied and in winter children are kept warm as they are wrapped up in hats, coats and gloves. Children regularly visit parks, where they develop large muscle skills as they use age appropriate equipment. Young children move back on forth on rockers and balance as they walk along a beam. Older children develop large muscle skills as they use the slide, swings and climbing frame. Children continue to take exercise when the weather is wet, as they regularly visit soft play centres where they practice their skill at scrambling. Babies develop strength in their legs as they pull themselves up on furniture. After gentle persuasion from the childminder they use appropriate equipment to help them take their first steps. Babies do not get over-tired as the daily routine incorporates time for rest. Babies quickly fall asleep in the slightly darkened room, as the childminder gently lays them in a cot and they have a comforter from home.

Babies and children do not get thirsty as they are offered drinks of water at frequent intervals. Children eat home cooked mid-day meals, which take into consideration special dietary requirements. Meal and snack times are a social occasion when the childminder and minded children sit together and discuss the morning activities. It is a relaxing time with children's music playing quietly in the background. Babies are given the opportunity to feed themselves at snack time as they eat rice cakes. They are introduced to new tastes and textures, so that they soon develop an interest in a wide variety of food. As children get a little older they begin to learn about healthy eating by participating in activities such as making fruit salads. When visiting local shops it is more interesting for three- and four-year-old children, as they have a printed picture of the healthy foods which the childminder wishes to buy, and tick them off when they have been placed in the shopping trolley.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The warm personal welcome from the childminder ensures children are relaxed in the environment, which is decorated and maintained to a high standard throughout. There are well presented photographs of each minded child in the hall and kitchen, which are regularly updated. The main focus for childminding activities is in the lounge, where furniture and toys are placed to the side of the room so that space available for play and physical activity is maximised. The sofas provide space for relaxation. Babies and children confidently select from the clean, safe, age appropriate resources which cover all areas of learning. Children remain interested in what is available as they are regularly rotated with toys and books stored elsewhere in the home. Children benefit from having access to the bedrooms on the first floor for sleep, so they are not disturbed by their peers.

Children play in a secure environment so they do not leave unnoticed. The childminder has robust procedures in place so that children are protected from people who have not been vetted and are only released to authorised adults. Children are safe as the risk of them being involved in an accident is minimal. The childminder risk assesses her home on a daily basis to ensure there are no potential hazards and children are closely supervised at all times. Children learn to keep themselves safe through the childminder's house rules and know they should not run

indoors. In the event of a fire, children know how to evacuate the premises safely as they practise the drill on a regular basis. As they share stories with the childminder they begin to understand what they must do if they get lost, how to say 'no' to bullies and not to keep secrets. On outings, for which there is a very safe procedure, children learn road safety from a young age. Children are further protected as the childminder has an excellent understanding of local safeguarding procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Babies and children are clearly very happy in their close relationship with the childminder. When she moves around the room babies crawl after her. Babies snuggle into the childminder as they share a book together. They sit on the childminder's lap and move back and forth as she sings, 'Row, row, row your boat'. When the childminder signs and sings 'Baa, baa, black sheep' babies are mesmerised and afterwards try to copy by vocalising and waving their arms. The childminder repeats the rhyme and gently helps babies to move their arms in the correct direction. The constant gentle interaction between the childminder and babies promotes language well. There is good eye contact and babies verbalise as they try to have a conversation. Whilst playing the childminder introduces young children to the idea of colour and size, and talks through their actions. The childminder gently encourages learning by providing babies and young children with an example and asking them to copy her actions. For example, she shows them how to hold a spoon using fine muscle skills and to pretend to stir the tea in a tea pot. Babies are beginning to make decisions as they choose which spoon to take from the childminder. The childminder pretends to use a toy telephone, then places it to babies' ears and offers it to them to hold. Babies are starting to use tools and bang a toy iron onto a toy plate, and, enjoying the sound, repeat the exercise. They learn that if they put shapes in a shape sorter music plays and enjoying the music move their bodies back and forth. Already babies demonstrate good concentration as they remain interested in each activity for some time. Babies have their own ideas and are able to make themselves understood, and as the childminder follows their cue, they do not get frustrated.

The childminder is knowledgeable about the children in her care and how to enhance their development. The childminder plans activities based on children's next steps in learning and follows through on children's interests so that they are motivated to learn. For example, when one child shows an interest in aeroplanes they experience an aircraft carrier and helicopter ride as they sit in a simulator at the Royal Naval Air Museum. When more than one child is present the childminder organises activities which will interest all age groups, but that can be adapted to an appropriate level so that all children participate fully. Children have many excellent opportunities to learn from first hand experience as they go on daily outings to places such as the beach, Leigh Woods, toddler groups and Noah's Ark Farm. Children make outstanding progress.

Helping children make a positive contribution

The provision is outstanding.

Babies new to provision settle very quickly as there is a gradual introduction to the childminder and her home, depending on the needs of the individual child. Babies are reassured as they have their comforter from home and the childminder follows their home routine. They are emotionally secure in the close, professional relationship between the childminder and their parents. Parents are aware of practices within the setting as they have copies of the childminder's

policies and procedures, and prior to taking children out or having a treat for lunch there is discussion with parents. Parents can choose whether they wish to be updated about their child either verbally or via a daily diary. They regularly receive photographs of their children engaged in a range of activities. Parents are encouraged to be involved in children's learning as each child chooses books from the Central library which they then take home to share. Written comments from parents are very positive about the provision, '... she has provided the highest level of care possible. Her dedication, energy and enthusiasm for her work and the children she looks after cannot be faulted'. Fully detailed contracts and child record forms ensure that all parties are fully clear about their remit.

Children have a sense of belonging as their well presented photographs are displayed in the hall and kitchen. They are confident as the childminder responds to babies' sounds, follows through on their interests and praises their achievements. All children are valued and included, and the childminder has experience of caring for children with additional needs. From a young age babies learn manners, as they are encouraged to say 'ta' when given a toy. They learn a respect for the environment as the childminder praises them for putting toys in a box. Older children help the childminder to sort items for recycling and visit the bottle bank each week.

Children have some understanding of the local community as they accompany the childminder on many outings. They develop a respect for nature as they look out of the window to see the birds. They visit farms and see the animals at a garden centre, where they also select the colour of the plants, which they later plant into the tubs and hanging baskets in the childminder's front garden. On nature walks observation skills are actively encouraged as they use a tick sheet to indicate what items they have seen and at other times collect items which are later used to make a collage, or for printing or sorting, such as shells. Children study the seasons, they look at the bluebells in Ashton Court and in autumn observe the leaves changing colour.

Organisation

The organisation is outstanding.

The childminder meets the needs of the range of children for whom she provides. She has many years of experience in caring for children and is passionate about her work. Keen to extend practice she has undertaken a number of short one day courses and is currently undertaking a degree in Early Years Education and has now completed two components. Paperwork is confidentially maintained and shared with parents appropriately. Documentation complies with both the National Standards and regulatory requirements so that children's health, safety and welfare are actively promoted. The childminder offers a relaxed, welcoming environment where children have space for play, relaxation and physical activity. Her excellent organisational skills enable her to offer a high level of support, where they are actively engaged at all times. There is an effective planning cycle based on children's next steps in learning and their interests, so that they make outstanding progress.

Improvements since the last inspection

At the last inspection in February 2005 the childminder agreed to meet two recommendations and has made good progress against both. Children are now further protected as the childminder has a written fire safety plan, which is shared with parents, and regularly practised. Children now have greater access to a range of resources reflecting positive images of our diverse society.

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.

THE QUALITY AND STANDARDS OF THE CARE

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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.

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