

Inspection report for early years provision

Unique Reference Number	112416
Inspection date	08 November 2007
Inspector	Mandy Gannon
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 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 registered in 2000. She lives with her husband, also a registered childminder and two children one of which is school aged, in a detached house on a residential estate in Church Crookham, Fleet. Minded children have access to the whole of the ground floor, with sleeping facilities upstairs. The childminder provides access to an all weather outdoor play area in the fully enclosed garden. The childminder is registered for a maximum six children under eight of which three may be under five and of those two may be under one. This registration is increased when working with her husband or with an assistant. There are currently six children under five and six children over five who attend on a mixture of part time and full time basis. There are currently four children who attend who are in receipt of nursery education funding. Registration includes overnight care for two children under eight. The family have pet fish. The childminder is part of a Hampshire childminding network and is an accredited childminder offering nursery education; she has a current first aid certificate and has completed a NVQ 3

in childcare and education. The childminder is also a member of the Hampshire Childminding Association. The childminder walks and drives to local schools and nurseries to take and collect children. She also takes children to toddler groups, parks and local library.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children have an excellent understanding of health and hygiene, comprehensive policies and procedures are in place that are shared with parents. Children benefit from the consistent practice throughout the setting and are aware of procedures to follow. For example, children are aware to wash their hands before food and after visiting the toilet and this is promoted with the support of the childminder and pictorial signs in the toilet. Children's risk from infection is minimised by the childminder who has robust hygiene procedures in place, which are thoroughly followed at all times, including when changing nappies. For example, gloves are worn, nappies are disposed of appropriately and surfaces are effectively cleaned. Children learn from an early age the importance of good personal hygiene through well implemented routines, they actively participate in self-care skills including brushing their teeth after lunch. Children receive appropriate care in an accident as the childminder has a current first aid certificate. Children are protected as medication; accident and incident records are accurately maintained and shared with the parents.

Children receive a healthy, balanced, nutritious home cooked diet which is provided by the childminder. High standards are maintained throughout the kitchen in the preparation and storage of food which are maintained by the childminder who has attended a food hygiene course. Weekly menus are prepared and shared with children and parents. The childminder ensures she takes into account parental and children's wishes and values their ideas. For example, she has introduced organic fruit and vegetables when possible, following feedback from a parent. Children benefit from developing their understanding of ensuring they have sufficient drink throughout the day as part of remaining healthy. They independently access their own drinks and water from a water fountain and are reminded by the childminder to drink frequently.

Children's individual needs are met exceptionally well as the childminder has an accurate view of those needs. Children are able to rest and sleep according to their needs and the childminder works closely with the parents and carers. For example, children have their own bedding which follows their interest and rest at times that are suitable for them.

Children benefit from regular physical activities which contribute to their understanding and development of a healthy lifestyle. Children enjoy regular opportunities to engage in an excellent range of physical activities that promote them being healthy. For example; they walk to and from school, they develop their balance and co-ordination skills through accessing climbing equipment, throwing and catching a ball and enjoy a game of football in the garden, which has an all weather surface promoting use all year. Children have extensive opportunities to visit parks, toddler groups and other outdoor pursuits. For example, they visit woodland parks, enjoy a rowing trip on the river and trips to the beach. Children's fine motor skills are developing well. A good range of different sized resources including paint brushes, pens, scissors and

construction equipment ensure that differentiation is in place and meets individual needs and preferences.

The childminder successfully supports younger children by using the Birth to three matters framework and monitors and observes their development, clearly documenting their progress and planning the next steps. She shares records with parents and carers to ensure that their needs are being met and values their contribution.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are safe, secure and protected in a well-resourced environment. Children benefit from an extremely well organised environment, where they have sufficient space to move freely, independently select resources and use child sized furniture, all of which promotes their independence. A large number of children can be in the house at any one time as the childminder works with her husband who is also a childminder, but due to the exceptional organisational skills the children remain safe and secure. The childminder ensures that all safety precautions are in place and that the children's safety is paramount. For example, through detailed risk assessment and checking procedures, effective evacuation procedures and regular fire drills which are all clearly documented and regularly reviewed. Children use a wide range of good quality toys and equipment appropriate for their age and stage of development. Children are developing an awareness of dangers and hazards. For example, the childminder explains the need to walk through the kitchen as they may slip and hurt themselves.

Children's safety and well-being is promoted through detailed policies and procedures which are shared with parents and carers. Excellent safety precautions are followed for outings and children develop a clear understanding of how to keep themselves safe. For example, a child does not want to hold the buggy and wishes to hold my hand and the childminder gives a clear comprehensive explanation about the danger of strangers and why they must hold the buggy. Older children have a clear understanding of remaining safe and the expectations when walking to and from school, learning about road safety which is promoted by the childminder. Children remain safe as they wear luminous jackets when on outings with the childminder's contact details clearly visible. The childminder has put in place extensive steps to protect children when travelling in a vehicle with an emergency box, first aid box and information for the emergency services should she be injured.

The childminder has a high level of understanding of the signs and symptoms of abuse and neglect with a secure knowledge of procedures to follow if she has concerns about a child in her care. She has attended training courses and lectures in this area. She has comprehensive policies and procedures in place, which includes details of the Local Safeguarding Children's Board. Excellent procedures are in place to promote and safeguard children's welfare with a visitor's book in place and procedures to ensure that children only leave with approved adults.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children's individual needs are met through a childminder who has an accurate view of those needs through training, in discussion with parents and working closely together. She is committed to meeting those needs and will adapt activities to include all children. For example, the childminder is reading a story to older children and ensures that a younger child has an appropriate book to look at. Children have opportunities for planned activities although these can be adapted or changed as the childminder is led by the children's own interests.

Children are developing a high level of confidence and self-esteem as they receive appropriate praise and encouragement. They self-select resources and are becoming confident to make some decisions, explore and investigate. They use their initiative through sensitive, good adult support and attention.

Children show interest, enjoyment and involvement in what they are doing and develop their knowledge through discussions with the childminder. For example, they look at different types of puppets and develop an understanding of how they operate differently and come from different parts of the world.

Children's individual needs are paramount in the childminder's care. She has a comprehensive understanding of the Birth to three matters framework to plan activities, support and record children's progress which she shares on a regular basis with the parents and carers. Children build exceptionally strong relationships with the childminder. Children's care and consideration for their learning is the childminder's top priority and she is dedicated to meet their individual needs.

Nursery Education

The quality of teaching and learning is outstanding. Children are settled and involved in an extensive range of activities and the childminder ensures they are her top priority at all times. For example, the childminder has an accurate view of the individual needs of each child and the next steps in their learning. Children progress well due to feeling secure in an environment where they are valued and effectively supported and encouraged.

Children have extensive opportunities to gain a comprehensive understanding of knowledge and understanding of the world. They learn about their community and the wider world through topics. For example, they develop an understanding of charity sponsorship as they participate in events such as genes for jeans day and sponsor a guide dog for the blind, they learn about festivals from around the world and develop their awareness of anti bullying week. Children have opportunities to investigate using their senses as they listen, watch and smell fireworks. They have ample opportunities to investigate and explore as they visit woodland and paddle in a stream, they discover the features of amphibians as they closely examine using a magnifying glass. Children develop strong links within the community as they visit local toddler groups, pre-schools and schools.

Children are creative and relish their time as they freely express themselves. For example, a child describes their firework picture and all the colours in their painting whilst another freely mixes colours while making prints with their hands. Children express themselves through a variety of mediums; they paint, draw, make collages and models using malleable materials such as play dough and clay. Children take pride in their art work that is clearly displayed. Children actively use their imagination with confidence as they dress in saris and enjoy playing with small world figures.

Children's progress in communication, language and literacy is highly valued as the childminder listens, responds and encourages them. Children show pleasure in books as they excitedly ask and listen to a favourite story. Children confidently contribute to conversation at meal and snack times when they share and recall past events. Children begin to develop knowledge of phonic sound. Children learn to read and write their names during informal activities. They are developing their understanding that print carries meaning as they find their named place mat at snack time and identify labelling around the rooms.

Children successfully develop an understanding of mathematical knowledge and language. They count confidently as they sing five currant buns and identify shape when watching the fireworks. Children use positional language as they discuss who they are sitting next to at the dinner table.

The childminder has comprehensive knowledge and understanding of the Foundation Stage curriculum and how children learn and progress. She promotes a mixture of child led and adult led activities meeting individual needs and ensuring that activities are differentiated to meet those needs. The childminder observes, monitors and records children's progress on a regular basis, identifying individual needs and planning the next steps in their learning. The childminder is enthusiastic and plays a dynamic role to ensure that all children reach their full potential.

Helping children make a positive contribution

The provision is outstanding.

Children's spiritual, moral, social and cultural development is fostered. Children are highly valued as individuals as the childminder is fully committed to meeting all their needs working closely with parents and other settings. For example, if nursery education funded children attend other settings she ensures she is aware of their planning and incorporates in her setting. Children's self-esteem and confidence is promoted by a childminder who has a high regard for their views and thoughts, offers appropriate praise and encouragement with a reward system in place. Children's behaviour is excellent as they are aware of routines, consistent boundaries are in place and they are aware of the clear expectations of the setting. The childminder has experience of caring for children with disabilities and works closely with the families to meet the child's needs. The childminder is committed to include all children and activities and resources are adapted to ensure inclusion is in place.

Children develop an awareness of the community and the wider world through visits to local toddler groups, pre-schools and the surrounding area. For example, they learn about people who help us and support local charities.

Excellent relationships are formed with parents and they receive regular comprehensive communication about how their child is progressing through daily diaries and monthly achievement sheets. The childminder ensures that parents have time to talk and are listened to and highly values their relationship understanding that it is paramount.

The partnership with parents and carers is outstanding. The childminder builds positive relationships with parents; she gathers information about their child's development and progress prior to them starting to ensure she meets their needs. The childminder has highly effective, strong communication links with parents and they are fully involved in their child's learning and how they are progressing. Parents are kept up to date with their child's progress through; daily discussions, information about topics, reports and the Foundation Stage profile. Excellent communication is in place through regular newsletters, a notice board and a parental questionnaire for the childminder to evaluate her practice.

Organisation

The organisation is outstanding.

The childminder meets the needs of the range of children for whom she provides. All children benefit from a meticulously organised provision where their welfare and well-being is the childminder's top priority and she is dedicated to the service she provides.

Children's welfare is safeguarded and their continuity of care is promoted through robust, clear, detailed policies and procedures which are shared with parents and carers. All documentation is thoroughly maintained, secure and regularly reviewed and updated. The childminder has gained several qualifications; she is a tutor on local childminding courses and continues to update her training being aware of forthcoming changes in childcare.

The leadership and management are outstanding. The childminder has a secure understanding of the Foundation Stage curriculum. Children's learning is promoted by systems in place for the organisation of the premises and the effectiveness of the childminder. She ensures that each child's individual needs are met, she is aware of each child's characteristics and plans activities to move them onto their next step being led by their individual interests. The childminder is enthusiastic and motivated; she continually evaluates and reflects on her practice and ways to improve. Regular meetings and thorough monitoring of children's progress ensures that all children meet their full potential. Much of the success of the setting is due a strong management system where an understanding and commitment to early years is clearly visible.

Improvements since the last inspection

At the Children Act inspection, the childminder was requested to obtain written permission from parents for administering long term medication. This is in now place and a clear procedure has been adopted.

Complaints since the last inspection

Since the last inspection there have been no complaints 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 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