

Inspection report for early years provision

Unique Reference Number	102217
Inspection date	07 November 2007
Inspector	Julie Wright
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.

the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

The childminder has been registered since 1989. She lives with her husband in St Austell, within walking distance of schools, playgroups, parks and shops. The whole of the ground floor is used for childminding purposes. Children also have access to the first floor bathroom and one bedroom. There is a fully enclosed garden for outside play.

The childminder is registered to care for up to six children under the age of eight years at any one time. The registration includes overnight care for one child. There are currently seven children on roll, none of whom are in receipt of funding for early education.

The childminder belongs to the Restormel Childminding Group and visits the Bodmin Childminding Group. She is also a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop independent skills and a clear understanding of hygiene routines. They competently wash their hands and use individual paper towels to dry them. This minimises the risk of cross-infection for children. They are keen to go to the bathroom and clean their teeth after meals. Detailed health and hygiene policies are in place and implemented, which protects the children's health. Clear records are maintained in relation to accident and medication details.

Children develop physical skills and coordination in various activities. Opportunities to promote physical development are included in the planning. Children enjoy visits to the park and groups, where they can use larger pieces of equipment. Fine motor skills develop as they thread, cut with scissors and use writing materials.

Children bring their own packed lunches and snacks. They develop good social skills and learn about healthy eating. The childminder extends their learning at mealtimes, such as encouraging them to consider colour, shape and changes to fruit as it is peeled. Children enjoy blackberry picking and making jelly with quince. They begin to understand processes as they compare differences between raw and cooked vegetables.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in warm and welcoming premises. Space is used well to provide children with varied play opportunities and to meet their care needs. They develop self-esteem as they see their creativity and photographs displayed in the home. Children are comfortable and confident as they move around, making choices from the accessible resources. Toys and equipment are clearly organised and well maintained.

Children learn about safety during their activities. For example, the childminder talks about keeping safe when they are indoors and outside. They talk about 'things we plug in' and make a collage of electrical appliances. This helps them to learn to be careful, such as when things can be hot or unsafe for children. They become familiar with the fire evacuation procedure as they regularly practise the drill. The childminder takes appropriate measures to minimise the risk of accidents for children.

The welfare of children is safeguarded as the childminder has a sound understanding of the procedures to protect them. She has up to date policy information and discusses her responsibilities with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and happy in the care of the childminder. Younger children benefit from the close attention as they are cuddled and nurtured in their play. They like to explore freely, showing interest in the environment. Children enjoy simple games and laugh as they play 'hide and peep' with the childminder. She engages well in the children's play, sitting at their level to ensure good eye contact. Children learn to use books well and recognise popular stories and characters. They develop language and listening skills during their activities. Children learn to put on their coats, shoes and work out which hand fits the glove. This encourages their independence and understanding in everyday activities. The childminder promotes inclusion and encourages all children to take part in the activities. She has a good understanding of child development and adapts play to suit their needs. For example, younger children are happy to collect and examine autumn leaves, whilst the older children make a creative collage with them.

The childminder plans a wide variety of activities which promote all areas of learning for children. They play well imaginatively together in role play and develop awareness of people who help and care. For example, doctors, nurses and aid workers. Children use mathematical language as they weigh ingredients for baking. They count as they climb stairs, sing songs and play games. Physical play is fun as children enjoy games, such as musical bumps and stop-start games. They use their limbs and imaginations as they pretend to be trees growing, with waving branches. Children use their senses, for example, they experience different tastes, textures, sounds and smells. They develop knowledge and understanding of the world and interest in nature. Children make sound progress in their learning and development.

Nursery education.

At the time of inspection there are no children attending in receipt of funding for early education. Detailed planning, photographs and discussions provide evidence of a suitable programme of activities. The childminder demonstrates that she:

- * has a satisfactory knowledge and understanding of the Foundation Stage and how young children learn
- * is able to plan and provide a suitable range of activities and experiences across the six areas of learning, taking the needs of individual children into account
- * is able to assess children's progress towards the early learning goals and help move children to the next stage in their learning.

Helping children make a positive contribution

The provision is good.

Children's individual needs are clearly known and met well in the setting. They learn to share and take turns, which develops positive attitudes and respect for others. They have access to some resources which reflect diversity, although these do not include disability. This limits

opportunities for children to become aware of similarity and difference in people. Children take part in charity events which highlight different needs in society.

Children have warm and affectionate relationships with the childminder and each other. They are cooperative and constructive in their play, showing their understanding of the expectations of behaviour. The childminder implements age-appropriate strategies to encourage positive behaviour.

The childminder promotes positive working relationships with parents. She provides them with information on her childcare practice and the children's activities. Information is shared regularly to ensure consistent care for the children. The childminder discusses their progress and achievements with parents. Feedback from parents is good and they value the care given.

Organisation

The organisation is good.

Children are stimulated, secure and very well cared for in the setting. The childminder organises her time and space effectively to the benefit of the children. They take part in a wide range of interesting activities and have consistent routines. The childminder has suitable qualifications and practical experience which reflects in her practice. She continues to attend training in order to update her knowledge and awareness in relation to childcare.

Comprehensive policies and procedures are in place to promote the health and welfare of children. Records and documentation are clearly detailed and maintained in good order. The childminder has a good understanding of the childminding regulations and meets the requirements. She monitors and evaluates her childcare practice and the effectiveness of the Foundation Stage curriculum. This ensures consistently good quality care and learning for the children.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the childminder was asked to ensure that computer held information on behaviour and house rules are available for inspection, and also to ensure that family details are included in the childminding information. Improvements have been made since then, with suitable arrangements in place to ensure that information is readily accessible. The information for parents has been updated and contains all relevant details.

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 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.

the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

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):

- develop the resources which reflect diversity to include positive images of disability.

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):

- There are no recommendations as funded children were not on roll at the time of inspection.

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