

Inspection report for early years provision

Unique Reference Number	102254
Inspection date	26 November 2007
Inspector	Nicola Jayne Pascoe

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 was registered in 1987. She lives with her partner and two adult children, in Frogpool, near Truro, in Cornwall. All areas of the property are used for childminding. In addition there is a separate building designated for play. There is a fully enclosed garden, woodland and fields for outside play.

The childminder works with her daughter, who is also a childminder. She is registered to care for a maximum of six children at any one time and is currently minding six children, two before and after school on different days throughout the week and four children under five on a part-time basis. The childminder takes children to local schools and pre-schools. She attends the local library, park and the childminder network group. The family has fish and a pet dog.

The childminder supports children with learning difficulties and/or disabilities. She is also a member of an approved childminding network. The childminder is accredited and provides funded nursery education sessions.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from use of clean and hygienic premises, toys, resources and equipment. Shoes are removed in the entrance porch, to ensure that floors remain clean and suitable for children to play on. Children follow familiar daily routines for hand washing before snack and meal times and following use of the toilet and outdoor play. The childminder has completed paediatric first aid training and there is evidence, through the accident records, to show that any injuries are treated appropriately and that details are shared with parents and carers. However, these records do not record the date that the accident occurred or the full name of the child. There is evidence that medication is stored and administered in agreement with parents and carers instructions.

Children benefit from daily access to the outdoors for fresh air and fun. They have use of extensive private grounds for exploration and physical play. There is an area designated for children to climb, slide, swing and jump, on a recently constructed activity centre. Children enjoy exploring the changes that occur during the seasons, as they participate in walks, nature trails and imaginative role play outdoors. Children have free access to drinking water throughout the day and enjoy regular, healthy and nutritious meals and snacks. They receive sufficient quantities of fresh and dried fruits, toast and spread during the morning and are offered milk or water at these times. They sit together with the childminder, her daughter and other children to enjoy a social snack time, where table manners are promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a safe, secure and child-centred indoor environment to play and learn. Children using the outdoor environment require close adult supervision, but benefit from the large play equipment, woodland and fields. Indoors children have use of the childminder's daughters home or a self-contained building within the grounds, both of which are checked visually each day before use, to maintain safety. The childminder also regularly follows a comprehensive written risk assessment of the premises, outdoor area, toys, resources and equipment. The premises are kept secure during use, to ensure that children cannot leave unsupervised and that unauthorised persons cannot enter.

Children benefit from regular opportunities to practise fire drills, in order to develop their confidence and familiarity. Records of these drills are kept for monitoring and evaluation purposes. Children are supervised appropriately for their age and stage of development. There is sufficient space available to enable children to enjoy a range of activities, whilst still benefiting from an uncluttered environment, with space to manoeuvre safely around. Children have use

of suitable car seats and restraints and use high chairs if required. The childminder demonstrates a good ability to follow local safeguarding procedures if required.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from free access to a good range of age appropriate and interesting toys and resources. They are busy and occupied in worthwhile self-chosen activities. The childminder sits on the floor and interacts very well to support and encourage children in their play. Lively and enthusiastic verbal communication takes place throughout the session. Body language and facial expression is used by all as an additional method to communicate delight and wonder. Children are confident and demonstrate high levels of independence, moving freely within the setting, under the watchful eye of the childminder.

Nursery education.

The quality of teaching and learning is good. The childminder follows effective written plans to ensure that a balanced programme of activities are delivered, which promote learning in all areas. Children receive opportunities to learn in a home environment, with high levels of individual support. The childminder knows children's individual abilities well and has developed suitable written assessment records. These records monitor children's progress along the stepping stones and appropriate 'next steps' are recorded for each child. However, there are no written observations available to show parents and carers how these judgements have been reached.

Children are encouraged to explore and investigate the outdoor environment, which the childminder uses well to promote play and learning. Children have use of the childminder's privately owned fields and woodlands for the development of their physical skills, to enjoy fresh air and to develop their knowledge of the local environment. Children problem solve and count routinely during daily activities. They use snack time particularly well to explore learning opportunities, they count cups and divide fruit to share. They sing favourite songs such as 'sausages sizzling in a pan' and count down as each sausage 'goes bang'. They discuss the passing of time, change in weather and seasons, growth and development. Children scribe freely and use mark making purposefully to communicate with others, as they label their own work. Children benefit from using books for personal enjoyment and they listen attentively to stories. They are able to use a range of interesting mediums to develop their creative ideas, as they paint, draw, use craft materials and tools, role play and manipulate dough.

Helping children make a positive contribution

The provision is good.

Children have developed a strong and trusting relationship with the childminder. She knows children very well and has identified their individual preferences, interests and abilities. She uses this knowledge effectively to include, settle and support the children in her care. Children are treated with equal concern, have free access to all resources and their differences are valued and respected. Children with learning difficulties and or disabilities are fully integrated and are

supported very well. The childminder works closely with the parents and carers of such children and receives additional support from the area special needs coordinator. There is a good range of resources and visual aids which promote a positive awareness and understanding of differing cultures and beliefs and an understanding of peoples differing abilities.

Children are well behaved, polite and kind to each other. The childminder is a positive role model, she sets good examples to the children and uses age appropriate and positive methods of behaviour management. The partnership with parents and carers is good. The childminder understands the value and importance of maintaining close working relationships, in order to share information and support children well. Parents and carers benefit from high levels of verbal information sharing at the beginning and the end of each day. They share children's records and have access to a written range of policies and procedures. Good levels of verbal information sharing takes place regarding children's progress. Parents and carers are welcomed into the setting and are encouraged to be actively involved in their child's learning. Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

The children benefit from being cared for by an enthusiastic, experienced and committed childminder. They are provided with good opportunities to enjoy interesting activities, develop strong relationships and increase their levels of confidence. The organisation of this setting is enhanced through the interaction between the childminder and her daughter, who is also a registered childminder. They work together to provide a family orientated environment, where four generations of this family group are involved with the children attending. The childminder's mother interacts with the children on a daily basis, as she waves cheerily at them from her own area of the childminders home. The children are delighted to see her and wave enthusiastically back. The childminder's partner often works as her assistant and pops in to see the children during the morning, chatting happily with them and developing their sense of fun. The childminder and her daughter work closely and effectively together to support one another and to promote a sense of family and togetherness.

The areas used for childminding are well organised to meet the children's needs. They have use of the childminder's daughter's home and also use of a separate, self-contained building within the grounds. There are suitable contingency plans in place in the event of an emergency. The childminder is aware of the importance of protecting children from unvetted persons. Children are provided with a balanced daily routine which offers time to be active and time to relax. They use the outdoor environment very regularly and whenever possible, to promote learning and development. Documentation is stored securely, updated regularly and shared appropriately with parents. The registration system shows the exact time of arrival and departure of the children attending. The childminder keeps Ofsted very well informed of significant changes or events. All documentation is well organised and readily available for inspection. Overall the childminder meets the needs of the range of the children for whom she provides.

Improvements since the last inspection

At the last inspection it was agreed that the childminder would devise and practise an emergency escape plan. A suitable written emergency evacuation plan has been developed and children practise regular fire drills. As a result children are confident in this practice. The childminder was also required to improve safety precautions by carrying out, and keeping records of, regular service checks on heating installations. Regular checks are now completed on all appliances and installations. As a result, children are protected from the potential risks from faulty equipment. Finally, the childminder agreed to make available to parents a written statement that provides details of the procedure to be followed if they have a complaint. A suitable complaints log is now available. As a result, parents and carers have access to relevant information upon request.

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 good.

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 that the accident record contains children's full name and the date the accident occurred.

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):

- make a record of observations of children's progress to inform 'next steps' and to share with parents and carers.

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