

Inspection report for early years provision

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<b>Unique Reference Number</b>	104014
<b>Inspection date</b>	25 October 2007
<b>Inspector</b>	Michelle Tuck
<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 good.

### WHAT SORT OF SETTING IS IT?

The childminder has been registered since 1998. She lives with her partner and nine year old daughter in a two bedroom house in Honiton near the town centre and a primary school. Mainly the ground floor is used by minded children which includes the lounge, kitchen and back porch. There are toilet facilities on the ground floor and an enclosed garden to the rear of the premises. The family has a cat.

The childminder is registered to care for five children under eight, of which three can be under five including one under one. There are currently 10 children on roll. The childminder is accredited and provides nursery education.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children's good health is promoted extremely well as the childminder maintains high levels of cleanliness within the home and implements effective procedures to protect children from the risk of infection. For example, when children wash their hands they use liquid soap and each have their own towel; the nappy changing mat is cleaned thoroughly after each use and the childminder wears disposable gloves to limit the risk of spreading infection. Children learn about the importance of keeping their teeth clean, through discussion with the childminder and cleaning their teeth everyday after eating.

Children are cared for very well in the event of an accident. The childminder holds an up to date first aid certificate and keeps a first aid kit in an easily accessible place. Children's continuity of care is promoted well as information regarding accidents and the administration of medication is clearly recorded and shared with parents. All information provided by the parents about their child is regularly reviewed and updated.

Children are developing very good healthy eating habits as they enjoy regular snacks and meals that include nutritious ingredients such as fruit and vegetables. Children with special dietary requirements have their needs met well through regular discussion with parents, who provide all the food for their child. Children are encouraged to have regular drinks throughout the day in order to maintain their levels of hydration.

Young children's emotional well-being is extremely well fostered as they enjoy a close relationship with the childminder who gives them regular individual attention, cuddles and comfort when necessary. Their growth and development is promoted through regular exercise and outdoor play. They enjoy walks, visits to the park and opportunities to use a range of equipment and be physical in the garden.

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

The provision is outstanding.

Children are very safe and secure in the childminder's well-maintained home. Potential hazards are identified and appropriate steps taken to keep children safe and protect them from harm. For example, electric sockets are covered, hazardous kitchen items are stored out of reach and a safety gate is used to restrict access to the stairs. Children can safely access a wide range of resources that are all in good condition and organised effectively to ensure that children choose equipment that is suitable for their age and stage of development. For example, when the baby has a sleep, the older children understand they can play with activities that contain smaller pieces which would cause a choking hazard if a baby handled them.

Children are kept safe when on outings as the childminder has a range of resources to promote safety. For example, children are carefully restrained in buggies, they know to hold hands or the pushchair when walking as road safety is discussed and practised. Children learn to keep

themselves safe as they practise fire drills weekly so that they can quickly evacuate the building in the event of an emergency.

Children's welfare is given very high priority. The childminder has a very good awareness and understanding of child protection issues and has relevant documentation to support her in carrying out her responsibilities for recording and referring information in the event of any concerns.

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

The provision is outstanding.

Children enjoy a wide range of well planned activities that support their progress and development. They have very good opportunities to select resources independently and to participate in activities that link to themes and enhance their awareness and understanding of a wide range of topics. For example, they explore nature, through the planting and nurturing of seeds. Children are very confident and like to choose familiar toys, such as dolls, puppets and role play equipment. They benefit greatly from the childminder's sensitive interaction with their play to help them use resources in different ways. For example, the childminder puts a rat puppet on her hand and pretends to sneeze. The children engage in a conversation with the rat about his sneezing. They are encouraged to work things out for themselves as the childminder asks open-ended questions to help them find solutions.

Children's communication skills are encouraged effectively as the childminder engages them in lively conversation and listens carefully when they talk to her and ask her questions. Children sustain their interest well as the childminder knows their individual preferences well and plans play opportunities that they enjoy. They have regular opportunities to explore and experiment with different materials to express themselves creatively, for example, sand and water play, painting and play dough.

### **Nursery Education**

The quality of teaching and learning is good. The childminder is highly experienced and qualified, to work with young children. She has good knowledge with regard to the Foundation Stage, using various teaching methods to engage children in learning. She fully understands how children develop and progress and introduces new activities sensitively, so children feel able to explore and enjoy all that is offered. Children have opportunities to explore and grow, developing at a pace suitable for them. They taste different fruits, they smell them, and learn new words, such as pith, when exploring the topic of healthy eating. Assessment is rigorous and is used to inform planning, which is adequately detailed. Children are able to recognise and name a variety of shapes, for example, they describe the shape of their sandwiches.

Children role play in a fruit farm or the greengrocers as they learn about fruit and healthy eating. Children investigate objects by using their sense of smell; they ask each other at lunch time if they can smell each others yogurt or other fragrant foods. Children plant sunflower seeds, spring onions and runner beans which they watch grow and change over time.

Children are making good progress in their creative development. They have the advantage of a rich environment where their creative freedom and expressiveness is valued. Activities that take place provide the children with the opportunity to experiment and to create using a wide range of materials. Children's work is displayed everywhere for the children and everyone else to admire. Children sustain interest in their chosen activity, as they are allowed to explore at their leisure, without adult intervention. They are learning the importance of keeping healthy through exercising and are aware that some foods contribute to tooth decay.

Children are making good progress in communication, language and literacy, due to the childminder's good knowledge with regard to helping children develop competent skills within the area of speaking, and listening. Children speak to their friends politely, exchanging information about events that are occurring at home and about the resources they are using. They have access to a stimulating range of books, which they enjoy looking at and handle well by turning the pages, and responding to the pictures. Children listen attentively when being spoken to and are able to carry out simple requests, such as helping to tidy away the toys they have been playing with. Their speech is clear and understandable and they are learning new words everyday, as the childminder encourages such progress during activities. Children willingly respond to questions, and are confident to ask questions of the childminder.

Children are interested, excited and motivated to learn, as they are provided with a full range of resources to keep them occupied and to help them make progress in all six areas of learning. They are confident to try new activities, such as planting seeds and growing vegetables, as they are cared for in a secure and happy environment. They participate eagerly in the activities offered. Children are aware of their own needs, and after lunch they will clean their teeth and are able to dress and undress themselves without the need for adult intervention. They are beginning to recognise when another child is upset or in need of comfort, and will seek the attention of the childminder if they feel it necessary. The children work and play in harmony with each other, and are confident and self motivated to learn.

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

The provision is outstanding.

Children are nurtured in a loving environment, where their individual needs are very effectively met. They are treated as family members, enjoying very affectionate relationships with the childminder. They learn about differences, as they use a range of resources, including books, and dolls, reflecting different cultures. Children thrive, become confident and behave very well, due to the childminder's positive and consistent approach to managing their behaviour. They enjoy constant praise and encouragement, and are readily distracted from unwanted behaviour. Children are encouraged to sort out their own differences by talking to one another about how they feel and are praised when they resolve their differences. There are no children with learning difficulties and/or disabilities on roll, however the childminder adapts her practice as necessary, to cater for a variety of differing needs. Children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents are good. Children are treated with equal concern, and their care extremely consistent, due to the childminder's excellent systems for communicating with their parents. Her personal policies and procedures are shared in writing, when children first attend.

Initial visits enable children to settle well and parents to comment on any aspect of their child's care. Daily home books facilitate two-way sharing of information and the childminder is careful to discuss matters that are relevant to resolve any differences. In addition each child has a card with photographs of their family members on and items that are important to them. Parents appreciate the personal service provided for their children. Parents are given a prospectus which informs them of the service provided. The Foundation Stage curriculum is referred to, although in little detail, however the childminder provides additional information about the curriculum when necessary.

### **Organisation**

The organisation is outstanding.

The childminder meets the needs of the range of children for whom she provides. Her bright, welcoming home provides a safe, secure and comfortable environment where children are very happy, settle quickly and enjoy a wide range of interesting activities and play opportunities.

The childminder is very well organised and uses registers, a weekly planning sheet, day books and activity plans to ensure that children enjoy familiar routines, regular meals, outings and opportunities to play indoors and outdoors using carefully selected resources. She also attends training courses to extend and update her knowledge of a range of relevant subjects, such as child protection, and inclusion. All regulatory documentation is in place and used extremely well to underpin good practice. For example, contracts and records of information about the children are regularly reviewed to ensure that all information held is accurate and up to date.

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

At the last inspection the childminder agreed to request prior written permission from parents for seeking emergency medical advice or treatment. This is now in place.

### **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

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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.

### **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):

- provide more detailed information about the Foundation Stage curriculum in the prospectus.

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)