

Inspection report for early years provision

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<b>Unique Reference Number</b>	134622
<b>Inspection date</b>	15 January 2008
<b>Inspector</b>	Jane Plested
<b>Type of inspection</b>	Childcare
<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

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 1999. She lives with her husband and two children aged 10 and 12 years. Their house is in a residential cul-de-sac close to the centre of Thame, in Oxfordshire. It is in walking distance of local shops, pre-school and schools. Childminding takes place mainly on the ground floor; upstairs is used for children to rest. There is a garden available for children's outside play. The family have no pets.

The childminder is registered to care for six children under eight years. There are currently six children who attend the setting, of these, two are over eight years. The childminder supports children with English as an additional language. She holds a relevant National Vocational Qualification, at Level 3.

The childminder takes children to the local pre-school.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children learn to implement excellent practice for staying healthy. The childminder carefully supports younger children in washing their hands at the appropriate times. She provides paper towels so that they do not have to share hand-drying resources. This practice will minimise the spread of infection. Children are looked after in a home that is spotlessly clean. In addition, there are clear and effective records, consents, procedures and resources to support children's health and safety.

Children's health positively benefits from the broad range of physical activities. They have regular access to fresh air via the garden and from outings to the park. They are developing increasing control of their bodies because the childminder carefully plans a wide range of activities to develop both fine manipulative skills and the development of large muscles. For example, children use tools, dance, climb and bounce on large apparatus and play with equipment such as balls.

Ensuring children's good dietary health is important to the childminder. Although she does not provide main meals she has attended training on food hygiene. As a result, she is vigilant in making sure food provided by parents for children is stored carefully to prevent contamination. The childminder ensures that when serving food, she presents it attractively on a plate so that it is appealing and she encourages children to eat their meals. During role-play conversations highlight foods such as yoghurt that are 'nutritious and delicious'. Children choose from fresh or dried fruit for their snacks. This positively supports children's growth and development. Children are encouraged to have drinks throughout the day ensuring they do not become thirsty.

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

The provision is outstanding.

Children thrive within the childminder's well-maintained home, playing freely in the designated playroom and lounge. The childminder labels storage areas in both written and pictorial format so all children can understand where resources can be found. The toys and equipment for use by children are plentiful. They remain continually interested in their play resources because the childminder makes sure they are accessible and age and stage appropriate.

Keeping children safe is a high priority. To achieve this the childminder has completed training in risk assessment and has conducted and recorded an assessment of her home. She checks equipment to make sure it remains safe for children to use. The childminder puts in place equipment to minimise the risk of accidents and excludes children from areas of risk such as the greenhouse. There are rules for keeping safe when using the trampoline. Children know the emergency procedures because the childminder practises them. As a result, they will understand what to do in an emergency.

The childminder takes steps to teach children how to complete tasks safely. For example, she talks about leaving hot milk to cool so it is safe to drink and comments we only have one spoonful of medicine to be safe. On outings the childminder uses routines like handholding and equipment such as reins to keep children safe. She teaches children 'to listen to the traffic' for sounds like reversing lorries and teaches children road safety saying 'we stop, look and

listen'. This effective practice will act to raise children's awareness of dangers and the risk from traffic.

Effective systems are also in place to ensure children's welfare. The house and garden are secure and the childminder describes safe collection procedures. She has completed child protection training and has a detailed policy to support this area of her work with children. The childminder has a very clear understanding of a wide range of signs that would cause concern; she records any pre-existing injuries observed on children and knows the local reporting procedures. This all constitutes strong practice to safeguard children.

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

The provision is outstanding.

Children are at home within this very organised play environment. They play and relate well to the childminder and receive continuous encouragement to participate in purposeful play. She chatters freely with them in order to support and develop their language skills. She introduces unusual words such as 'moustache' as they design faces, talk about, and explore a range of feelings and facial expressions. As a result, they are fully occupied and developing well.

Children are very attentive to the stories that the childminder reads very well. She uses effective techniques to involve them by linking stories about visiting doctors to their personal experience. The childminder cleverly links children's chosen play with dolls to the story. She does this by talking about visits to doctors' and reinforces their understanding of caring for others. This activity also develops their language skills, understanding of differences, roles in the community and raises an awareness of accident prevention.

The childminder uses her activities effectively to support children's early learning. She encourages children to count their dolls and to recognise numerals and shapes in books. She talks about how numbers are used in the wider community, for example, number plates on cars. During other activities, the childminder introduces positional and other forms of mathematical language. Overall, this is strong practice in supporting children's mathematical learning.

Via outdoor activities such as gardening and visits to a local nature reserve and through spontaneous observation of the weather, the childminder develops children's knowledge and understanding of the world. For instance, she encourages them to listen to the wind saying, 'is it howling?' and talks of this noise disturbing the sleeping baby dolls.

The childminder is extremely familiar with 'Birth to three matters' framework and she ably uses this for ideas to adapt her activities, to complete her planning and to make observations to ensure that children are learning effectively.

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

The provision is outstanding.

Children benefit from the childminder's excellent understanding of the principles of equal opportunities. They thrive within this highly supportive environment. Children are known as individuals. The childminder plans activities that enable them to explore feelings and talk about differences. For example, when looking at a book, they discuss the people that children know who wear glasses. She encourages them to talk. She is highly effective in supporting children's good access to play resources and provides them with many opportunities to make choices.

The childminder acts to gain information of the home language of children with English as an additional language, which is effective inclusive practice.

Children behave very well, they respond to the childminder's requests and conversations. They are confident and at home. The childminder is highly respectful in the way she talks to children. She offers praise frequently. For example children gain strong feelings of self-esteem from comments such as 'a lovely picture, I think we will put it on the wall'. The childminder has a short number of simple rules on display, which older children often help to devise, so that they feel a sense of ownership.

Parents complete detailed records and agreements regarding their children. They receive copies of all the childminder's policies and procedures and she maintains on-going discussion and feedback about children's care.

## **Organisation**

The organisation is outstanding.

Children thrive because the childminder has a highly professional approach to her work. She provides a very well organised, effective and child-centred setting. Children have access to their own playroom and lounge. This allows them to move around with ease and express their ideas during free play. There are displays supporting children's learning and of their work so they feel valued. This acts to create a welcoming environment. Resources are very well organised and plentiful. The childminder plans and adapts the activities to meet individual children's needs. Children have continuous and effective adult support to help them feel confident and secure within the setting.

The childminder has highly effective strategies for assessing her professional development. She attends a wide range of training to develop her knowledge and skills, and she has implemented the recommendations from the previous inspection very well. This has resulted in the delivery of an excellent standard of care for children.

The childminder has first-rate systems for organisation. All written policies and procedures are detailed and up-to-date. There are effective arrangements for sharing them with parents so they fully understand how the childminder cares for their children. She keeps well-organised and professional mandatory records that contain detailed information about children and their needs. She has a wide range of written agreements. She works hard to ensure that she completes observations to inform her planning. This means that children's learning, development and well-being are always a priority and she can support them in reaching their full potential. The childminder meets the needs of the range of children for whom she provides.

## **Improvements since the last inspection**

At the last inspection, the childminder agreed to request written permission from parents to administer medication and keep a record of children's pre-existing injuries.

The childminder maintains a record of any pre-existing injuries noted on children, which supports her role to ensure their well-being. A written consent demonstrates that parents clearly agree the administration of medication and as a result are fully aware of the care their children receive.

### **Complaints since the last inspection**

Since April 2004 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**

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 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](http://www.ofsted.gov.uk)