

Inspection report for early years provision

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| Unique Reference Number | 316247 |
| Inspection date | 25 October 2007 |
| Inspector | Susan Magaret Lyon |

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| 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 1998 to care for six children. She lives with her daughter in a semi-detached house in Rochdale. The rooms and areas of the house used for childminding are the kitchen, lounge, upstairs bathroom, small bedroom and back garden. There is one cat and one dog in the household.

The childminder has a childcare qualification. There are currently five children on roll, two of whom are in receipt of educational funding. The childminder provides an out of school service from local primary schools.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children understand good hygiene routines as they wash their hands after visiting the bathroom. They are cared for in a clean and hygienic environment. Children are protected from infection through an exclusion policy being in place which is explained to new parents. Good use of tissues, each child having their own hand towel and a satisfactory nappy changing routine further protect children from the spread of infection. Children stay healthy as they enjoy regular physical activities by using a range of equipment in the garden, such as slides, swing ball and a trampoline. They benefit from fresh air and exercise daily as they walk to and from school. Children rest and sleep according to their individual needs promoting their health and well-being.

Children are nourished through healthy food. For example, they enjoy fresh and dried fruit, pasta and yoghurts. Their health and dietary needs are met through appropriate discussions with parents and the recording of allergies and intolerances. Children learn about healthy eating from relevant discussions with the childminder about foods that are good for them. Water is always available throughout the day keeping their bodies healthy and hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Play areas are colourful, welcoming and child-centred. Space and resources are well organised to allow children to move around freely and safely. Children use suitable toys and equipment through good systems for keeping them safe and clean. Children are cared for in a safe and secure environment through several precautions being in place to minimise hazards. For example, windows are secured, socket covers are in place and kitchen cupboards are locked. Priority is given to keeping children safe on outings, such as wrist straps are used if needed. Children learn to keep themselves safe through relevant discussions regarding road safety.

Children's safety is enhanced due to the childminder having a positive attitude to fire prevention. They develop a clear understanding of fire precautions through being made aware of and practising the emergency escape plan. Children are protected because the childminder has a good understanding of her role in child protection and appropriate procedures to follow if needed.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children develop confidence and self-esteem through the childminder giving them lots of praise for effort and achievement. They engage in a range of activities to foster their development. For example, they enjoy role playing in the home corner, saying, 'Can I make you a drink?' Children acquire new knowledge through the childminder asking them questions to make them think, such as 'What colour is it?' and 'How many can you see?' Children are encouraged to make positive relationships through group activities where they share and take turns, such as baking and musical instruments. Children are freely able to make choices in their play and

pursue their interests, for example, by selecting a favourite activity. Organised resources help children to become independent learners as they are easily accessible. Children are generally happy and settled because the childminder provides close supervision. She gradually admits new children into the setting through visits with parents and as a result children are at ease, relaxed and eager to play. Children explore and are interested in a range of manufactured toys, although, a lack of natural materials, objects and textures hinders their sensory development. Through a range of art and craft materials children develop their imagination and creativity, thus promoting their sense of achievement and enjoyment. For example, they proudly show their caterpillars, faces on plates and paintings using vegetables.

Nursery Education

The quality of teaching and learning is satisfactory. The childminder has understanding of the Foundation Stage curriculum. She provides an appropriate learning environment through sufficient resources covering the six areas of learning. Initial observations are carried out to find out what children can do on entry to the setting, and on-going observations are used to plan the next steps in children's learning. The childminder treats children with great consideration and respect, and as a result children are assertive and confident.

Children show increasing independence as they take off their coats and hang them up. They talk freely about what happens in the community, and demonstrate a sense of pride in their achievements as they proudly say, 'I got a smiley face for my drawing.' Children respond well to simple instructions, such as 'Let's tidy up.' They enjoy looking at their favourite books as they turn the pages correctly and handle them with care. However, the lack of written text hinders their developing interest in print in the environment. Children draw, paint and crayon well using one-handed tools. They make meaning to marks saying, 'that's my name' and 'that's a boat.' However, the lack of writing materials in the home corner when children want to write lists hinders their ability to use writing as a means of recording. Children show an interest in numbers as they count the knives and forks at lunch time. They enjoy number rhymes and songs as they join in '12345, once I caught a fish alive.' Children realise tools can be used for a purpose as they competently use sponges, rollers and brushes to paint. They know how to operate simple equipment as they press the buttons on the cash register to open the drawer. Children show interest in the world as they walk to the park to feed the ducks, and collect leaves on a nature walk. Children successfully differentiate colours and make 3-D structures using junk boxes. They notice what adults do and imitate what is observed. For example, they do the 'ironing' when in the home corner. They join in their favourite songs and make sounds using musical instruments. Children enjoy moving in a range of ways, such as running, jumping and hopping. They show increasing control as they use equipment for climbing and mount steps in the garden.

Helping children make a positive contribution

The provision is satisfactory.

Children feel a sense of belonging through a trusting and secure relationship with the childminder. They are valued and made to feel important as their art work is displayed on the wall and each child has their own coat hook. Children develop some awareness of the needs of others through discussions about being sensitive to the needs of the younger children. However,

limited play resources reflecting all aspects of equal opportunities hinders their awareness of the wider world.

The childminder ensures all the children are fully involved in the life of the setting through changing or adapting the way play is provided. Children behave well and begin to understand right from wrong through clear boundaries and explanations. Emphasis is placed on rewarding positive behaviour through star charts and stickers. Children respond well and proudly say, 'look at my stars.'

Partnership with parents is satisfactory. Children are cared for by a childminder who works with parents to meet their individual needs. For example, signed consent forms are obtained for various aspects of care. Children's care is enhanced through the daily exchange of information regarding how children have been and what they have done. Information regarding the Foundation Stage curriculum and what children have learnt is shared with parents as their assessment files are taken home every term. The setting fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Children are safe and protected through the childminder's awareness of the vetting of household members. She maintains adequate ratios, thus improving the safety of the children. The childminder organises her time, space and resources well to meet children's needs and deliver the nursery education effectively enabling the children to make steady progress. Children benefit from visits to facilities in the local community. For example, they go to parks, shops and toddler groups to help them learn to socialise.

Children's care and well-being is enhanced through the childminder's commitment to broadening her knowledge and skills through further training. For example, she has attended profiling training, Every Child Matters and Foundation Stage courses. All required documentation is in place and up to date. Children's records are shared with parents and kept confidential. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the childminder was asked to: enhance practice to provide children with practical activities to learn about familiar cultural and religious celebrations; ensure window locks in the bedrooms are in the lock position when the rooms are in use; make the outside drain inaccessible to children and inform Ofsted of any significant changes. Worksheets are used by children showing different cultures and children have recently made Eid cards. The bedroom windows are kept locked when the rooms are used by children. A cover is now fitted to the drain in the garden and the childminder knows to keep Ofsted informed of any significant changes. These improvements further enhance the care and safety of children attending the setting.

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

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The quality and standards of the nursery education are satisfactory.

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):

- provide experiences for children to promote their sensory development
- increase resources reflecting all aspects of equal opportunities.

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):

- ensure areas of learning are linked so that resources are always available
- display written text to promote children's interest in print in the environment.

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