

Inspection report for early years provision

Unique Reference Number	117324
Inspection date	30 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 good.

WHAT SORT OF SETTING IS IT?

The childminder has been registered since 1990. She lives in the Peverell district of Plymouth. The whole of the ground floor is used for childminding purposes and two designated bedrooms. There is a fully enclosed outdoor play area. The house is within walking distance of the park, library, schools and shops. The childminder has a cat.

The childminder is registered to provide care for a maximum of six children under the age of eight years at any one time. There are currently 26 children on roll who attend on a part time or occasional basis, one of whom is in receipt of funding for nursery education. The childminder has a recognised childcare qualification and is a member of the Devon Childminding Association Network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop understanding and competence in everyday hygiene routines. Clear policies are implemented in practice to promote health and hygiene. For example, children use individual colour coded towels which minimises the risk of cross-infection. The childminder has a clear awareness of children's health needs. She shares relevant information with parents to promote and meet these. Accident and medication details are accurately recorded and maintained in order.

Children benefit from physical play opportunities indoors and outside. They have access to a range of equipment which promotes physical skills and coordination. For example, they play ball games, skittles and quoits. They use their imaginations as they role-play inside the tent and crawl through tunnels. Visits to the park provide opportunities for children to use larger play equipment.

Children's individual dietary requirements are effectively met in the childminder's care. She plans balanced, nutritious meals and provides parents with menus. Children learn about healthy eating during activities and at mealtimes. For example, when they are involved in making sandwiches. Their learning is further extended as they are prompted to think about colour, taste and texture of foods.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from secure care in a warm and welcoming environment. Space is used well and clearly defined to meet the care needs of the children. For example, the play room provides them with plenty of choice and interesting activities. The lounge is used for quiet, relaxing times and the kitchen for dining and creative play. Children are familiar with the setting, they are comfortable and move around with confidence. There is a wide range of age-appropriate toys and equipment. Resources are well maintained, suitably stored and rotated to promote interest.

Children become aware of safety in everyday activities and planned topics. For example, when they play with the road mat and cars the childminder encourages them to talk about road safety. Their understanding is reinforced as they walk to and from school, or during other outings. They understand the fire evacuation plan as they regularly practise the drill. The childminder completes a detailed risk assessment in order to identify and minimise hazards to children.

Children's welfare is safeguarded through the childminder's sound understanding of the procedures to protect them. She has up to date policy information and this is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and happy in the childminder's home. They benefit from a wide and stimulating range of activities which promote all areas of development. Children form good relationships with the childminder and each other. They are confident in their activities, exploring and investigating with interest. The childminder engages well with the children, encouraging and extending learning through play. She plans daily routines to meet the varying needs of the children attending. Younger children enjoy a variety of play materials, including the provision of treasure baskets. After school the older children can choose between active play or a more relaxing activity. They play well together, understand rules and are constructive.

Nursery education.

The childminder plans activities which promote the six areas of learning for children. She knows the children well and has a sound understanding of how they learn. Children develop good social skills and are confident communicators. They use expressive and descriptive language in their everyday activities. Children learn to concentrate as they listen to stories and play sound recognition games. Early reading and writing skills emerge as they make their own story books. They begin to understand that print has meaning as they start to recognise their names and simple signs.

Children use mathematical language as they play. For example, in physical activities they play jumping games and compare distances. They talk about clocks and time which encourages number recognition. Children learn about size, capacity and weight and start to solve simple problems. They play games which help them to sequence, order and sort into collective groups.

Children develop knowledge and understanding of their world. They enjoy visits to the park where they consider seasonal changes. They use natural materials, such as when they collect leaves to make a collage of prints. Children show interest in nature and learn about animals, insects and plants. The childminder provides children with interesting learning experiences, for example, they visit the dentist and local vet. Resources are then organised to link with the topic, which consolidates children's learning.

Children use a range of tools and equipment which promote fine motor skills and develop hand to eye coordination. They develop competence as they cut with scissors, use writing and creative play materials. They also benefit from the childminder's planning and provision of physical play and exercise. Creative play opportunities are frequent and varied. Children enjoy having their silhouette drawn and then painting the picture to match their clothes. They talk about colour and shape during the activity and develop their sense of self. Children make good progress in their learning and development.

Helping children make a positive contribution

The provision is good.

Children's individual requirements are discussed and their needs effectively met in the setting. There is a clear policy to promote equal opportunities and inclusion. Children have access to a

variety of resources which reflect positive images of culture, gender and disability. They develop positive attitudes as the childminder encourages them to have respect for others. Children take part in some activities that link to seasonal events or cultural celebrations. However, they mainly relate to Chinese New Year and Diwali, which limits their awareness of diversity.

Children are well behaved and respond to the childminder's positive approach in behaviour management. She acts as a good role model and helps children to develop their own strategies to solve problems. Children learn to have self-control and self-respect. They have positive relationships and cooperate well with each other. Children's social, moral, spiritual and cultural development is fostered in the setting.

The childminder promotes positive working relationships with parents. There are clear and effective procedures in place to share information. For example, the childminder provides copies of all policies and procedures. She writes regular newsletters which inform parents of the children's activities. Children borrow resources, such as the sound lotto, so that parents are involved in children's learning. The childminder also takes children to the library and provides them with their own ticket. Children can choose books to take home to share with their families. The childminder provides parents with reports on their children's progress which they help to complete. Observations and assessments are made by the childminder on the children, although parents do not have opportunity to contribute to these. Parents provide very positive feedback on the care given and value the childminder's provision.

Organisation

The organisation is good.

Children make good progress and are very well cared for in the setting. The childminder organises her time and space effectively to meet the care needs of the children. She plans a clearly detailed work schedule in order to manage the varied care arrangements and maintain ratios. The childminder is suitably qualified and experienced which is reflected in her practice. She demonstrates a commitment to continuous development and attends relevant training.

The childminder monitors and evaluates the provision for children's care, learning and play. She has support from the local authority and a sound knowledge of the Foundation Stage curriculum. Comprehensive policies and procedures promote the welfare of children. Records and documentation are very well organised and maintained in good order. The childminder has a secure understanding of the childminding regulations and meets the requirements of registration.

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 children have an appropriate range of resources that promote positive images of disability. She was also asked to ensure that the upstairs toilet window is made secure. Since then the childminder has joined two toy libraries in order to improve the range of resources. The toilet window has been secured to ensure safety for children.

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

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop the play opportunities and activities to promote children's awareness of cultural diversity (also applies to education).

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 opportunities for parents to contribute to children's on going records of assessment and achievement.

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