

Inspection report for early years provision

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<b>Unique Reference Number</b>	109006
<b>Inspection date</b>	05 December 2007
<b>Inspector</b>	Bridgette Williams

<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 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 1993. She lives with her husband and three children in the Abbey Meads area of Swindon. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, and is currently minding six children. The childminder walks to local schools to take and collect children. The family have a pet rabbit.

The childminder supports children with special educational needs and children with English as an additional language. She is a member of an approved childminding network and the community childminding scheme. She is currently in receipt of funding for two children receiving

nursery education. The childminder is a member of the National Childminding Association and belongs to the local childminders' group.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn the importance of good personal hygiene and understand why they need to wash their hands after visiting the toilet, before preparing or eating food. A child states, 'I need to wash my hands before we make snack'. By implementing an effective sickness policy the childminder ensures that children are protected from illness and infection. There are effective procedures in place to record accidents which are shared with parents. The childminder has a current first aid qualification but some of the contents of the first aid box are out of date.

Children are very aware of the importance of developing healthy eating habits. They have a large chart which they fill in each time they eat a piece of fruit or a vegetable, each child tries to eat three pieces of their five a day while they are at the childminders, they try different fruits such as apples, pears and coconuts. Children do not become dehydrated as they have access to drinks and the childminder reminds them to drink after being involved in exercise.

Children enjoy participating in physical activities both indoors and outdoors and are developing a good awareness of why they need regular exercise. They develop their large motor skills as they play on the see saw and on the slide in the enclosed garden and enjoy dancing to musical tapes inside. After exercise they discuss what impact the physical movement has had on their bodies talking about feeling hot and how their hearts beat faster.

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

The provision is good.

Children play and learn in a secure environment where they can move around safely. Children have safe and easy access to toys that are stimulating and suitable for the children's stage of development. Children benefit from a good range of safety measures ,for example, an adult sized stair gate prevents children accessing the kitchen unsupervised and specific plug socket devise prevents children from touching plugs or plug sockets. Children learn to take responsibility for keeping themselves safe as they practise fire evacuations procedures, children understand what they need to do in the event of a fire as a child states, 'we line up by the door'.

The childminder has a good understanding of the signs and symptoms of abuse and knows what action to take if she has any concerns about a child in her care. This promotes and safeguards children's welfare within the setting.

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

The provision is outstanding.

Children enjoy their time at the childminders home, they have free access to a vast range of toys which are all stored in small containers that the children can independently access. This

enables the children to make their own choices about their learning. They are happy to play independently or with their peers. The childminder listens to the requests from the children and will organise the activities accordingly. They can choose to play in the large play room, outside, or in a wonderful sensory room. The children enjoy a variety of activities such as, painting plates, decorating umbrellas, looking at books and playing with the musical instruments. Children relish the opportunity to participate in household activities for example, washing up. They proudly stand up to the sink in a specifically designed piece of furniture which allows children to safely stand at the sink. When the washing up has been completed they are very proud of the task they have completed and flourish on the positive praise provided by the childminder. Children thrive as they explore all their senses in the sensory room, they watch a huge range of different relaxing lights, explore different tactile objects from the treasure box, listen to music and smell different fragrances.

### Nursery Education

The quality of teaching and learning is good. The childminder has a good understanding of how children develop and learn. She is very creative in the way she presents activities, she ensures that skills are revisited, but presents the skill being taught in a different way to encourage the children to develop confidence in their execution. Planned activities relate to all six areas of learning, the childminder uses ideas from the children and projects that they are working on at their playgroups to ensure continuity in their learning. The childminder makes regular observations of the children which she records in their individual files. These observations are used to inform her planning to progress the child's learning to the next stage of development.

The childminder creates a stimulating environment using a combination of children's work and photographs of the children playing while at the setting. This shows that children's work is valued and gives them a sense of belonging. Children can independently access toys, and with good weather, can access outside to extend their learning. Children's language is developing well, they talk openly about themselves and their families. Experiences and ideas are expressed well using good vocabulary. The childminder encourages the use of new vocabulary as she introduces words such as, dripping and misty to link in with the daily discussion about the weather. A bear is used to help predict the daily weather, and is dressed up appropriately corresponding to the type of weather being discussed. The children refer back to their bear to see if they have dressed him correctly as they see how the weather conditions develop during the day. Children enjoy developing their listening skills they happily sing along to their favourite songs and enjoy listening to relaxing music in the sensory room. Children enjoy a good range of practical activities and use free play to promote an understanding of shape, number and measurements; for example, they build two lines of cars and discuss which one is the longest, they then make a circle of cars and finish by counting the cars into the box as they tidy them away. Conversations between the childminder, children and photographs of previous activities, effectively encourage children to discuss past and present events in their lives. Children enjoy exploring how things work when playing in the sensory room, they have opportunities to turn lights on and watch how the lights reflect on the ceiling. The children develop their knowledge of different textures both natural and manufactured by playing with a wide range of balls in the sensory room, they experience prickly, soft, bumpy and cold textures when rolling squeezing and bouncing the balls. Children express themselves creatively through a wide range of mediums, they paint, draw and enjoy junk modelling.

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

The provision is good.

Children are confident, settled and well supported by the childminder, they are cared for in an inclusive environment where they are respected as individuals. Well-planned topics and activities help children to understand and appreciate other cultures, this encourages children to develop a positive attitude towards diversity. Children respond positively to calm and consistent behaviour strategies that are appropriate to the age and stage of the child, the childminder provides praise and encouragement to reinforce good behaviour. This positive approach fosters children's social, moral, spiritual and cultural development.

Parents are provided with written information in a form of a diary with a record of what food children have eaten and what activities they have been involved in. This coupled with regular informal discussions with parents, supports effective partnerships and ensures continuity of care for the children. Parents are supportive of the childminder's innovative ideas such as, helping to establish the sensory room.

The partnership with parents and carers is good. There are both formal and informal systems in place for the childminder and parents to share information. Parents are provided with good information about the Foundation Stage, they are informed about what activities their children have been involved in and of forthcoming topics. There is a large board in the play area where children display their work which provides good opportunities for children to talk to their parents about what activities they have taken part in, however, parents are not fully involved in their child's next steps of learning.

## **Organisation**

The organisation is good.

The childminder is highly committed, enthusiastic and provides good quality childcare, she devotes her time to being with the children and effectively meets all their needs. Children feel comfortable and safe within the setting, which means they are confident to initiate their own learning. Daily exchange of information and discussions with parents contribute to continuity of the children's care. Required records and documentation are in place and shared with parents which contributes to the children's health, safety and well being.

The childminder ensures that all areas of the curriculum are experienced by the children to develop their personal, social and academic skills. There are clear strategies in place to monitor the children's progress and the childminder makes good use of the help and guidance provided by the network co-ordinator. 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 extend her knowledge of various cultures, this has been addressed as she has created a file of the festivals she covers, illustrating all the activities that the children are involved in to develop their awareness of different cultures.

### **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 all contents of first aid box are in date

#### **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 parents are involved in their child's next stage of learning

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)