

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY255744
<b>Inspection date</b>	03 March 2008
<b>Inspector</b>	Christine Tipple
<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 has been registered since 2003. She lives with her husband and adult daughter. They live on Walney Island near to Barrow-in-Furness. There are shops, a school and a park within walking distance. The whole of the ground floor of the property and the bathroom and designated bedroom on the first floor are used for childminding. There is a fully enclosed garden at the front of the house used for outside play.

The childminder is registered for a maximum of six children under eight years and currently has six children on roll. She is accredited to provide education funded places and she currently has one child who is in receipt of funded nursery education.

The family has a dog, and a cockatiel. The family also has 3 horses, ducks and hens which are kept in a field nearby.

The childminder is a member of the National Childminding Association and has a level 3 childcare qualification. She is also a member of the Furness Childminding Network.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in clean surroundings where health and hygiene practices are effective and children are confident and independent in using the facilities and managing their personal care. Children know why they wash their hands after they have been playing and before eating food. The children have their own towels and toothbrush to clean their teeth. The childminder takes effective steps to minimise cross infection. This is reinforced through her clear policy and practice and includes the care of children when ill and the relevant exclusion periods required before they can return to the childminder's.

Children are provided with daily snacks and light meals by the childminder. The range of foods offer the children a nutritious selection. They have fruit and vegetable sticks, jacket potatoes with various healthy fillings. The children eat together and use utensils confidently. The childminder is supportive with the children in trying different foods and discusses with them what is healthy and why. Menus are displayed and each day parents are informed of what their children have eaten. Drinks are ongoing for the children and these consist of fresh juices, water and milk. Dietary requirements are recorded and the childminder works with parents to ensure this is managed appropriately.

Children are out and about on a daily basis throughout the year which ensures they have fresh air and exercise. There is some equipment provided in the garden, such as a sand tray and sit on rides. The children regularly use a range of other activity centres in the community to extend their experiences of large equipment. Regular visits to the childminder's paddock also offers more opportunities, such as using planks and tyres which all promote and develop the children's physical skills effectively. This ongoing access enhances the children's confidence and levels of independence. This is also reflected in their use of smaller resources and related activities which enable the children to cut, build and shape materials, and develop their hand and eye co-ordination with positive effect.

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

The provision is good.

Children are cared for in surroundings which promote their safety effectively. Parents and the children are made very welcome. The childminder is organised and ensures activities and resources are available and accessible for the children each day. This supports their developing independence and promotes their interest as the childminder is flexible and promotes the children's various interests. The children have relevant equipment and furniture to sleep, eat and rest. The range and selection of resources and toys offer the children a balanced variety which promotes their learning through play very effectively. These are suitably maintained and are of good quality.

Safety is managed very well by the childminder who is vigilant in her approach with the children. Risk assessments are in place for both inside and outside of the premises. These are supported with a safety policy and a clear evacuation procedure which the children practise on a regular basis. Children take responsibility to tidy up to ensure they don't trip over toys and equipment. Road safety is managed by all the children when they are out. This is through practising on a quiet road and the older children inform the younger ones about stopping at the kerb, to look and listen before crossing in a safe way. Children are regularly transported in the car and they know to sit in their car seat and put on the belts and to keep them secure whilst in the car.

Children's welfare and safety is well promoted by the childminder who has a policy statement in place which is shared with parents. She has attended training to ensure her knowledge and skills in relation to safeguarding children is up to date. All relevant information and contact numbers are provided.

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

The provision is good.

Children attend the childminder's with enthusiasm and are keen to access the range of stimulating activities provided. The relationship children have with the childminder promotes a positive, meaningful learning environment where their interests are supported and encouraged. The childminder is confident in using the 'Birth to three matters' framework to ensure the younger children's developmental needs are promoted effectively. She observes the children and these are recorded in their individual files which enable her to plan future activities and learning outcomes for them so they continue to progress. The children are self assured and this promotes a competent learner and communicator. Children use a range of materials in their creative play, such as making paper faces and to discuss happy and sad feelings. Outings play a big part in the children's learning which provide additional challenges and experiences, such as visits to the farm and the childminder's own horses and chickens to collect eggs.

Nursery education.

Teaching and learning is good. Children make good progress towards the early learning goals. They are happy and interested in what they do. The childminder offers the children experiences and opportunities which ensure they are fully involved and contribute to their own learning, which supports a child-led approach to promote and extend their interests. For example, one child has an interest in Eskimos and where they live in the world and this was sourced through the computer and books together. The childminder provides outline planning for the children which is flexible and works with the children. There are detailed observations and assessments carried these are both spontaneous and a more focused approach. These demonstrate the commitment and knowledge of the childminder of each child and how they progress. These are collated in the children's files and provide information on their next steps in their learning.

There are excellent language skills and communication with the children and the childminder which is effective in extending their vocabulary. The children have a range of opportunities to read books and to chat together, to read short words and sound out letters which they are confident in doing. The childminder and children read together and share in telling the story to the younger ones. This is further enhanced through making laminated puppets on sticks for

the children which enables them to take a more active part in story telling. Children have various opportunities to mark make and write as they want; this is also evidenced through pictures and children's examples of their writing skills.

Children have number games and activities which develop their recognition of numbers, they use skittles which enables to add and take away confidently. Children count up to 10 and beyond reliably and confidently as well as knowing numbers in written form. They have opportunities to look at volume, shapes and other mathematical problem solving through their daily play. They use patterns for sequencing and have tapes to measure with and discuss how big or long and relate this to the number on the tape measure. Children investigate and look at the world around them through the garden and planting seeds and flowers and on visits in the area. The children use magnifying glasses to see more closely how things grow and to see animals at close quarters. They collect crabs from the beach and look at insects and snails they have collected and made a wormery. Children construct and build with a selection of materials such as bricks and junk modelling as well as clay. They are competent in using the computer and the additional learning experiences this provides.

Children have a range of opportunities to be creative and use a variety of mediums, such as mixing paints, cutting and gluing and making collages. Children bake and make their own dough. They paint and print with vegetables and shells or decorate the stones they have collected. Children's work is displayed and this is valued by the childminder and shared with parents.

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

The provision is good.

Children are welcomed into the childminder's home and have access to all areas of play and provision. The individual children's needs are highly valued and well supported. The lovely relationships formed with the children provide them with stability and ensures the children have a good sense of self and are secure. The children learn about the wider world and diversity through positive activities, information and a selection of resources. Children participate in celebrations which reflect their own culture as well as others around the world. The childminder is responsive to the children's interests and seeks out details about other countries and where people live. Children have regular outings in the community and visit other places which are further a field. The childminder has been pro-active in accessing training to provide support for children with learning difficulties and physical disabilities.

Children's behaviour is very good. The childminder provides a positive role model in her approach with them. She is caring, patient and sensitive to their needs and provides the time to listen to them. The children only require the odd reminder about sharing and using their manners. The children are fully aware and understand the boundaries and routines in place. These provide the children with the stability and confidence in what they do. The childminder maintains a consistent approach and this ensures the children fully understand why a behaviour is not acceptable. There is ongoing encouragement and praise for the children which is highly effective in promoting their self esteem. Children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents and carers is good. Positive relationships have developed as most of the children have attended since being babies. The childminder provides a good selection of information, such as the daily routine, menus and ongoing access to their children's files. She has informative policies and procedures which promotes the children's ongoing safety and welfare. Daily contact with the parents informs them of their child's day which includes a daily record sheet. There is a notice board and this has the evacuation procedure and other relevant documentation. Contracts of agreement with parents are up to date as well as relevant consent for their children, such as to go on outings and for applying sun cream. However, the details provided for parents when they begin their childcare arrangements is not sufficiently developed or detailed about the range of the care and education provided. The children's individual files offer parents a good record of the stimulating and productive time their children share with the childminder.

## **Organisation**

The organisation is outstanding.

Children are very happy with the childminder and are actively involved in all that is provided. The childminder is highly organised and very efficient in her approach to her childminder role and responsibilities which has a positive impact on the children's care and ongoing learning through their play. The childminder works above and beyond her childminding hours to ensure the children's records and other relevant documentation is kept up to date. This commitment to the children fully supports them in reaching their potential. The childminder is very keen and interested in attending regular training and is willing to travel distances to attend. These are recorded and form part of the childminder's ongoing self development.

There is a very good selection of policies and procedures which are shared with parents and are reviewed to ensure they remain current and reflect the childminder's practice. Other records and documentation are clear and provide excellent links to the national standards and outcomes. These are all stored securely to maintain confidentiality.

The childminder receives regular visits from the network coordinator and education advisor. This is followed up with constructive reports and a yearly review which form part of the childminder's ongoing development. The childminder carries out her own assessment of her practice and with the other guidance and information provides a clear vision of the way forward, to continue to improve and develop the care and education offered for the children. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

The last care report recommended that the childminder check the contents of the first aid box on a regular basis. To request from parents permission for seeking emergency medical advice or treatment.

The childminder's first aid box is checked by her to ensure all relevant contents are replaced as required. Parent's written consent for emergency medical advice or treatment is completed and kept with each child's registration details.

### **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 can be seen 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 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):

- extend the range of information provided for parents which includes all aspects of their children's care and learning (also applies to nursery 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):

- make improvements as indicated above.

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)