

Inspection report for early years provision

Unique Reference Number	112326
Inspection date	22 February 2008
Inspector	Maureen Croxford
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

The childminder has been registered since 1985 and there are currently seven children on roll. She is an Accredited Childminder and receives government funding for one child.

The childminder lives with her husband in a house in the village of Liphook, Hampshire. The home is within very close proximity to schools and pre-school, and within walking distance to the library, parks and shops. Children have access to all areas of the home and use of a fully secure garden for outdoor play.

The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are healthy and thrive in the setting because the childminder follows highly effective hygiene procedures. They learn the importance of good hygiene through regular routines and well planned activities. Children are developing exceptional self-care skills, such as increasing their independence by washing their hands at appropriate times, such as coming in from outside.

The childminder has an excellent understanding of procedures regarding accidents and the administration of medication. Children are safe and protected, as parents are required to sign the documents, giving consent and acknowledging the entries made in the records.

Children benefit from the childminder's strong knowledge of healthy eating and a well balanced diet. They are beginning to understand the concept of healthy eating through regular discussion about what types of food are good for them. The childminder holds a food hygiene certificate and ensures that all meals are hygienically prepared and foods appropriately stored. Children enjoy an extensive and varied range of fresh fruit and vegetables as part of their daily diet.

The childminder ensures that children are provided with many planned worthwhile opportunities to be active, which promote a healthy lifestyle. They enjoy a broad range of physical activities, including visits to the local parks, walks and parent and toddler group, which promotes a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children feel safe and extremely confident in the provision because of the high levels of support and supervision provided by the childminder. They enjoy a very safe and secure environment because the childminder is vigilant and aware of potential hazards. Children move about safely and easily while being supervised at all times because of the organisation of the floor space. They develop an awareness of dangers through general conversation and daily routines, for example, they know they must hold the banister when going upstairs.

Children are developing their independence, as they are able to access their own resources. The wide range of toys and play materials are very well organised and stored in low-level storage boxes in the dining room. Children are encouraged to make their own choices throughout the day and take responsibility for themselves, for example, clearing away their toys after use and taking care when around animals. The childminder supports and encourages them enthusiastically, promoting their self-esteem effectively.

Through discussion the childminder demonstrates an excellent understanding of safe guarding children procedures. She would recognise the possible signs of abuse as she has attended training courses and would seek further advice if she had concerns about a child. She has appropriate paperwork in place which she shares with parents.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The childminder's comprehensive knowledge and understanding of child development ensures the exciting range of activities and experiences provided, which are suitable for all children within the setting. She encourages children to be independent and confident, which helps to develop their self-esteem.

Children build secure relationships with adults and their peers, and benefit from the childminder sharing their play. They are valued by the childminder, who knows the children and their home situations very well and is sensitive to their needs. They benefit from consistent routines between home and the provision, which helps to secure the children's sense of belonging and emotional well-being. Children learn to be creative and use their senses to explore a wide range of textures and media. They are becoming competent learners as they are encouraged by the childminder to try activities in a safe and supportive environment.

Nursery Education

The quality of the teaching and learning is outstanding. Children make excellent progress towards the early learning goals and engage in a range of activities and experiences covering all areas of learning. The childminder has a very secure knowledge of the Foundation Stage and uses her knowledge to plan the curriculum and help children develop. She makes good use of resources and her time. As a result, children are well motivated and make many good links in their learning.

The childminder monitors and records the children's progress. Planning takes into account what children are able to do and she extends activities spontaneously. Activities are evaluated and adapted enabling children to make good progress in their learning. Children's records give a clear picture of their progress and the childminder uses them to identify the next steps to be taken. She works closely with parents and outside agencies to improve the care and learning experiences offered to children.

Children are well behaved and polite, and understand that the provision has rules and boundaries. These are shown on a low-level display board using pictures. Children are excited and interested in their activities and show good levels of concentration, when making patterns with the peg boards. All resources are easily available to children, which enables them to make choices about their play. They are developing confidence and are learning to take responsibility.

Children practise early reading and writing skills, for example, through self-registration and emergent writing using different forms of media including chalk, crayons, paints and sand. Mark making materials are available in several area of the provision. Children have access to a broad range of books, including reference books. They relate well to the stories read by the childminder, who extends their vocabulary, for example, she points out a partridge in the garden and talks about the colour of the bird's legs. This develops the children's understanding of the world around them.

Children count confidently and many opportunities are presented to them to compare numbers through well-planned activities and everyday routines. They are beginning to recognise numerals and place them in numerical order. They enjoy weighing different items and comparing sizes during activities such as baking.

Children explore and investigate. They learn about their local environment through visits to the local parks, farms, library and shops. The childminder plans exciting topics which enable children to develop a good understanding of other cultures and celebrations.

Children are able to move safely around the provision with increasing control and coordination. They are able to travel under, over and through balancing and climbing equipment confidently. Children's manipulative skills are very well developed and they enjoy using a wide range of tools and materials, including scissors and knives.

Children recognise colour, shape and form in two and three dimensions. They have opportunities to express and communicate their ideas, thoughts and feelings through role-play and they use their imagination well. Their artwork and constructions reflect their own ideas. They enjoy using musical instruments and listening to music.

Helping children make a positive contribution

The provision is outstanding.

The childminder demonstrates an excellent awareness of equal opportunities. Children learn about the wider world through discussion and planned activities. A very good range of resources are provided that include a variety of role models and reflect diversity in society. The childminder actively promotes equality of opportunity and takes into account children's individual needs. All children have good access to appropriate toys to enhance their experiences, including resources from the library.

Each child's needs are discussed in detail with parents and all information recorded clearly. The childminder works closely with parents to provide any special services required, including caring for children with learning difficulties and/or physical disabilities and for whom English is an additional language, for example, by learning sign language and German. She gets to know children and their extended families well.

The childminder maintains a positive approach in dealing with unwanted behaviour. She uses praise, encouragement, distraction and discussion as behaviour management techniques. Children are learning the rules and understand what is acceptable in the setting, for example, that they must clear away toys when they have finished with them. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. The childminder has developed extremely strong relationships with her parents. Children's individual needs are met very well through the sharing of clear information with parents, both written and verbal, which also ensures consistency of care. She has a written complaint policy in place and she has made a copy of the procedure to be followed available to parents.

Organisation

The organisation is outstanding.

The childminder organises her home extremely well and allows children the use of various rooms. They enjoy their time in the provision because all activities provide sufficient challenges, are well planned and easily accessible. They are able to initiate their own play, which helps to develop their independence and confidence. The childminder supervises children at all times to ensure the children's health, safety and well-being.

The childminder has completed appropriate childcare training and first aid qualifications, and has a great deal of experience of caring for young children. She sees training as very important and regularly evaluates the service she provides. She spends her day working directly with the children and plans her time and activities around them to ensure that she meets their individual needs and routines.

All required documentation is in place to support the childminder's business, including the register, accident and medication records. She keeps comprehensive records including children's details and emergency contact numbers. Written policies are in place and are readily available to parents. The setting meets the needs of the range of children for who she provides.

Improvements since the last inspection

Since the last inspection the childminder has reviewed her documentation to include all required details when completing the accident and administration of medication records. The complaints procedure has been updated and includes the Ofsted telephone number and address. This information is given to parents. These measures help to ensure the safety and protection of the children in her care.

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

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

recommendations for improvement are made because the quality and standards of nursery education 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