



Inspection report for early years provision

Unique Reference Number	221401
Inspection date	10 October 2005
Inspector	Jan Clarke-Potter
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 was registered in 1990. She lives with her husband and one adult son in a house in Wellingborough. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four under five and five over five at various times and after school. The childminder walks to local schools to take and collect children. The childminder attends local carer and toddler groups. The family has two cats.

The childminder supports children with special educational needs. She is a member of an approved childminding network and is currently in receipt of funding for nursery education for three and four-year-olds.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in a warm, welcoming, clean home where they learn the importance of good hygiene and personal care. By playing with the dolls in the baby bath they learn why they must keep themselves clean and dry. They learn why they must wash their hands after using the toilet and use of individual wipes and towels reduces the risk of germs. They learn the importance of cleaning their teeth after each meal, and they become increasingly independent in their personal care. Children's health and well-being is supported by the childminder's knowledge of paediatric first aid and sound arrangements are in place to exchange information with parents for the administration of medicines and any accidents.

The childminder ensures that fresh home-cooked meals and the provision of fresh fruit and vegetables are available at all times for the children. She make sure that they are actively involved in preparing the meals which contributes significantly to their understanding and interest in a healthy lifestyle. Children can have access to drinking water at any time, and the younger children's beakers are kept filled and available to them keeping them well hydrated and comfortable. The childminder gains information from the children's parents to ascertain preferences, dislikes and special requirements to ensure that children's dietary needs are met.

Outdoor play and visits to the park improve children's developing control of their bodies. Children have the choice to play inside or outdoors which gives them a sense of freedom. They regularly use the large and small play equipment on a daily basis which is wide and varied and provides good challenges and encourages their physical skills. Children are able to construct their own obstacle course with the planks, building bricks and tyres available, and they use the tree swings, tunnels and tents to develop their imagination, control and coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are able to move around the house and garden in complete safety because the childminder has a very good understanding of how to keep children safe and secure. She is able to identify and quickly take action to minimise potential risks throughout the house and garden. Children know how to keep themselves safe because the childminder talks with them about the Green Cross code, how to keep themselves safe outside the home and how to look after each other. The older children know that when they play games small pieces are kept out of reach of the younger children. Children develop good understanding and awareness of what to do in an emergency by regular practise of fire drills.

Children independently selected activities from a wide range of good quality toys and equipment that is suitable for their age and stage of development. The childminder keeps a check on the condition of the equipment, keeping it clean and safe for children's use. The extensive range of toys and equipment are well-maintained. Children's welfare is safeguarded by the childminder having all the required procedures and documents in place. For example the childminder holds

a current paediatric first aid certificate and has a secure understanding of child protection issues and available contact details for relevant agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the home happily and settle quickly. They are secure because they have very good relationships with the childminder and their peers, and develop a sense of belonging. Children of all ages relate very well to each other. Older children show kindness by supporting younger ones when they need help. Children's daily routines are maintained because the childminder discusses these and their stage of development thoroughly with their parents to ensure she has all the information she needs to care for them. Children purposefully engage in a stimulating range of activities that develop their physical, intellectual, emotional, language and social skills. They learn to share, take turns and cooperate when they bath the baby dolls together, and play in the sand, water and lentil trays in the back garden. Children develop their social confidence and learn how to play harmoniously in larger groups as they regularly visit toddler groups, the library and childminding groups in the community. Younger children are successfully included because the childminder uses the Birth to three matters framework effectively to plan activities. They develop their manipulative skills as they use paintbrushes, pens, crayons and pencils to draw and paint creatively. They enjoy using their creative skills as they sing and dance to music and play with musical instruments. The bright and colourful displays on the walls show how children have contributed to their own play and learning.

Nursery Education

The quality of teaching and children's learning is good. Children benefit from the childminder's knowledge and understanding of the Foundation Stage. The children participate enthusiastically in a range of activities, based on the six areas of learning. Overall, observation and assessment records are used to plan the next steps in children's learning, although the learning intentions are not always identified or clearly linked to the stepping stones. The challenges set for children are appropriate for their age and stage of development. The use of methods to help children with special educational needs are very good, and methods used to help them progress are suited to the needs of the children. The childminder extends their knowledge and skills based on their own interests, for example using the child's interest to count up to five rabbits in the display designed and made by the children. They are able to identify and count the different colours in the bottle display up to ten. The childminder's management of children's behaviour is very good and children are able to resist distractions and concentrate well when learning. All children are included and planned and monitored for. Time and resources are used very effectively to enable children to have equal access.

Children develop confidence and self esteem by the childminder's calm and positive attitude. She helps them develop empathy by asking them how things they do affect other people, and they become more sensitive to others. Children show interest in what they do when they construct the train track together and are excited to learn and join in with the music and movement sessions. They use their questioning skills when the childminder shares stories with them. Children acquire new knowledge and skills when they make marks on paper and draw freely, develop appropriate language and write for different purposes when they buy things

from the home corner shop. They respond to challenges and grapple with new ideas when they learn about volume and capacity in the water tray with the different receptacles. Children show an interest in numbers, positional language and use some number language spontaneously when they sing-a-long to counting rhymes. Children investigate food colouring when they bake cakes, they find out about the life cycles of living things when they visit the local park, and they know about the uses of technology when they play with the mobile, telephone and computer.

Children begin to know about their own cultures and beliefs and those of other people when they go to the Hindu temple and learn about different festivals and celebrations with the childminder. Children move confidently, imaginatively & safely with control and co-ordination when they play excitedly on the imaginative and varied equipment in the back garden. Children recognise the importance of staying healthy when they clean their teeth after eating, and when they learn about eating fruit and vegetables that keep them healthy. They play with a variety of simple musical instruments from different parts of the world, and explore sound patterns and rhythm particularly with the African instruments. Children use their imagination in art and design and role-play when they construct and paint things based on their own choices and interests and play co-operatively in the home-corner shop and Italian restaurant.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. Children's needs are very well met and they follow their normal daily routines as discussed with their parents. The childminder has very effective systems for exchanging daily information with the parents to ensure continuity of care. Children's knowledge and attitudes of the wider community is promoted by the childminder's knowledge and constructive outlook of equal opportunity issues and the development of equipment and activities that include positive images of diversity. Children learn about the wider world as they go on local nature walks, celebrate Chinese New Year, Holi, amongst others, and visit a Hindu temple. They look at books that positively represent themselves and people of other cultures, beliefs and abilities.

Children have a strong sense of belonging. They confidently choose a plate and cup as part of setting the table for meals and snacks, and contribute to cooking and preparing their dinner. Children develop their independence as they select resources to initiate their own play, and regularly practise self care as they attempt to put their coat and shoes on. Children respond well to the childminder's clear, consistent and realistic expectations of them. They are well-behaved, develop a positive self-image and take pride in their achievements, because they are regularly praised and the childminder sets a good example.

The partnership with the parents is good. Children benefit from the positive relationships that have developed between their parents and the childminder. The childminder takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures, and that they are kept regularly informed about their children's progress. They receive information about the foundation stage to enable them to support their children's learning at home. There are procedures in place to ascertain what children know and can do when they enter the childminding setting.

Children's spiritual, moral, social, and cultural development is fostered well.

Organisation

The organisation is outstanding.

Children are happy and settled in a well-organised home enabling them to confidently initiate and extend their play. Space is used very effectively and allows children to develop their play and ideas in a safe environment. The Childminder uses very effectively well rehearsed procedures and her experience to promote the welfare, care and learning of children. Children experience individual attention, with the childminder maintaining very good supervision. She has made alterations to the layout of her garden to provide a better play surface to children. All the required documentation and record-keeping is well maintained and shared with parents and this ensures consistency of care.

The childminder has a clear vision for the nursery education with a strong focus on the personal development and achievement of all children in her care, as well as her own personal development. The quality of care children receive is continually enhanced because the childminder is committed to training. She has completed training in the Foundation Stage for a second time in two years, which includes observations, recording keeping, and schemas. She has completed training in Birth to three matters training twice, in order to keep her knowledge and practice up to date, and she regularly attends workshops such as Speech and Language and Good Role Models.

The childminder's sets clear directions and evaluates her practice constantly, leading to improvements in the organisation of nursery education and the outcomes for children. She motivates them and acts as an excellent role model. She promotes equality of opportunity and tackles discrimination so that children make good progress. She works well with her network education support worker to evaluate and improve the nursery education offered. The childminder is committed to promoting high standards and providing an inclusive environment in which every child matters.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Since the last inspection the childminder has provided a Complaints procedure including the name, address and telephone number of the regulator (Ofsted). The childminder has also arranged to complete a child protection course in the near future to update her training.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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):

- continue to develop your practice across the age range

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):

- develop the planning to ensure that clear learning objectives are identified stating how they will be achieved in relation to the stepping stones.

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