



Inspection report for early years provision

Unique Reference Number	142480
Inspection date	13 October 2005
Inspector	Michelle Tuck
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 1997. She lives with her husband and 2 children aged 11 and 8 years of age in Taunton, Somerset.

The ground floor is used for childminding with access to a first floor bathroom. There is a fully enclosed rear garden for outside play.

The family have 2 guinea pigs which are housed outside.

The childminder is registered to care for 6 children under 8 years of age at any one time and is currently minding 7 children, all of whom attend on a part time basis.

The childminder is accredited and currently provides funded nursery education. She is a member of the Taunton Deane childminding network, and receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because the childminder follows very effective procedures and practices which meet the children's physical, nutritional and health needs. Children's individual dietary needs are well understood and met through discussion with parents. Children have a choice of healthy snacks at break time and a good menu of nutritious meals are available for tea. Children are involved in choosing food from the shop and a recent topic about fruit and vegetables promoted the children's learning about healthy eating. The childminder is very aware of children's individual dietary needs and ensures she respects parents wishes.

Children's good health is promoted through thorough hygiene practices. Children learn from the childminders positive role model, for example, she washes her hands before preparing lunch and the changing mat is wiped over between uses. Children's learning is further promoted through the childminder talking to the children about keeping clean and healthy. For example, children wash the dolls and learn about what germs are.

Children experience various outside activities in the garden, for example, they have various ride on toys for more physical play as well as making tents and dens. Children enjoy running around and benefit from regular walks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move safely, freely and independently around the home. Children's risk of accidental injury is minimised in the well organised environment. Safety gates are used successfully to prevent the children accessing areas, such as the kitchen when the childminder is cooking, or going upstairs unnoticed.

Children learn about safety through the childminder who is a positive role model. They learn about road safety as they are transported safely and taught what the different symbols mean when crossing the road. For example, the green man means they can cross the road. Children learn about fire safety and practice emergency evacuation procedures with the childminder to further increase their knowledge on keeping themselves safe.

Children have access to a wide range of toys and activities. Child size furniture is available and safe, however, a child climbed on the low chair and could have fallen. The childminder is aware of this potential hazard and will address it immediately, by fixing reins to the clips on the chair.

Children's welfare is safeguarded and promoted through the childminder's good knowledge of child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled with the childminder. The childminder is very knowledgeable about their individual needs and how to meet them. She is calm and relaxed, which makes the children feel safe and secure. Children wake from their sleep and are greeted with smiles and affection. Children respond well to the positive communication and supported play. For example, children play shops and the childminder becomes the shop keeper. The childminder gave each child a cushion to sit on and laid on the floor with the children to read them a story. Children enjoy books, they get involved by pressing buttons that responded to the pictures in the story and answering questions about what happens. Young children benefit from the childminder's positive introduction of the Birth to Three Framework which she refers to when keeping records on their development.

Nursery Education

The quality of teaching and learning is good. Children are making good progress across the six areas of learning. Children have regular observations, and records show how they are achieving in line with the stepping stones. It isn't always clear from the evaluations of activities if the learning objective was met and how the observations of individual children informs future planning. Children are growing in confidence and independence. They make conversations with each other and adults. They enjoy books and recognise familiar words. For example, the childminder is making place names for the children to use at lunch time to encourage word recognition. The childminder repeats words back to the children to increase their vocabulary. Children experience regular counting and problem solving in everyday situations. For example, the children have toy money to use when buying their food from the shop. When asked how many dolls they have, children count accurately and give the correct answer. Children use resources such as a match and count game to further consolidate their learning. Children use their imaginations well using a wide range of role play resources. Children are encouraged to make choices from an early age. For example, which picture they want to colour, what they want to eat and which shape they want their piece of cheese cut into.

Helping children make a positive contribution

The provision is good.

Children benefit from effective partnerships between the childminder and parents. Children's individual needs are understood and well met through daily information sharing with parents. Children each have a book where their day is documented for the parents to take home. They also have a folder where their development and progress is recorded. This is regularly shared with parents. Policies and procedures are comprehensive and available to parents to see and sign.

Children are happy and relaxed due to the childminder's constant praise and encouragement. Children's behaviour is good. Children know how to behave and like to please the childminder. Children have good self esteem, their work is displayed on the walls and children are pleased with their achievements. Children's spiritual, moral, social and cultural development is fostered.

Children learn about diversity through a range of toys and resources that reflect positive images. Children benefit from the childminder's good knowledge of equal opportunities. Although the childminder does not currently care for children with special needs she has the special needs tool kit and is knowledgeable, how she would find out about specific needs and support the child. All children are included. For example, the childminder gives a younger child crayons instead of felt tip pens so that he can complete the same activity as the older children.

Organisation

The organisation is good.

The childminder meets the needs of the range of children for whom she provides. Children are at ease in the well organised home. Children's play and learning is particularly promoted with the ease of access to resources and the use of designated rooms for specific activities. For example, the back room for quiet activities or sleeping children.

Children benefit from the effective organisational skills of the childminder. All documentation is well presented, and available to parents. Children's individual records are stored confidentially. Written policies and procedures are clear and informative about the care given. Parents sign to show they understand and agree with the policies.

Children benefit from a childminder who is committed to continuous improvement. As an accredited childminder the provision is regularly assessed and monitored which has further benefited the children from improvements made as a result of these visits.

Improvements since the last inspection

At the last care inspection it was agreed to consider keeping individual records for accidents, incidents and medication. Each child has their own book for recording.

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):

- Ensure children are safe when using the low chair.

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 it is clear how observations inform future plans for individual children.

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