



Inspection report for early years provision

<b>Unique Reference Number</b>	125440
<b>Inspection date</b>	27 September 2005
<b>Inspector</b>	Vanessa Wood
<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 outstanding. 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 1995. She lives with her partner and three grown up children in a house in Southborough near Tunbridge Wells. The whole of the ground floor and one bedroom upstairs are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of 6 children at any one time and is currently minding 9 children, of whom 5 are under 5 years. The childminder can take and collect children from local schools and pre-schools.

The family has two rabbits, a cat, a hamster and a caged bird.

The childminder supports children with special needs and children who have dual language. She is a member of an approved childminding network and is currently in receipt of funding for nursery education for three children. The childminder is currently working towards a degree in early years care and education. She completed the Kent Kite Mark, a quality care scheme last year.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children thrive because the childminder follows highly effective procedures and practices which meet the children's physical, nutritional and health needs. The exceptional support given by the childminder helps children gain an excellent understanding of hygiene and a desire to become independent in their personal needs.

Children help themselves to easily accessible drinking water throughout the sessions from labelled beakers where they are able to recognise their name. The childminder has recently reflected on her practice and through discussion with parents now provides a hot meal at lunchtime in order to ensure children have a nourishing healthy meal which takes account of their individual needs. The main meal is followed by a dairy based pudding and a selection of fruit which the children can select.

Children explore, test and develop physical control in stimulating daily experiences. The childminder's garden is open to the children at all times and they freely play between the house and garden where there are several ride-on-toys and toys to develop their physical skills. The childminder also takes children to the park and local clubs where they delight in the challenges of a versatile range of activities on offer.

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

The provision is outstanding.

Risks of accidental injury to children are minimised because the childminder is extremely vigilant. She carries out a daily risk assessment of the premises to ensure all hazards are made safe. Children use high quality equipment appropriate to their age and stage of development. The childminder is careful to ensure that when younger children attend they do not have access to toys that are not appropriate for them. The childminder has an excellent understanding of how to achieve a balance between giving children independence to explore on their own and setting safe limits to ensure their safety. This allows children to learn some sense of danger and knowledge about how to protect themselves from harm.

Children are very well protected by the childminder who has a clear understanding of child protection policies and procedures and give top priority to children's welfare.

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

The provision is outstanding.

Children have great fun at the childminders and enjoy attending. They are achieving well because the childminder has a good understanding of the guidance for the early years curriculum and she is extending her knowledge through an Open University course on early years care and education. The childminder has also just started to use the Birth to Three Matters framework to enhance care for children under 3 years.

Children arrive happily and eager to participate in the morning activities. The childminder builds close and caring relationships with children, which helps children develop a strong sense of self and belonging. Children develop good language skills because they are very well supported by high quality adult to child interaction. The childminder keeps very detailed records, using the four aspects of the Birth to Three Matters framework, for children under 3 years of age and uses this information to ensure the needs of younger children are being met. All children make good progress because the childminder recognises the uniqueness of each child and provides stimulating play experiences for all children attending.

### **Nursery Education**

The quality of teaching and learning is good. The childminder has a good knowledge of the Foundation Stage and of how children learn effectively. However, this is an area that the childminder has correctly identified for further development. She plans interesting activities which she adapts to meet the children's individual needs and interests. As a result, children are motivated and make many good links in their learning. They use their imagination very well during role-play activities; for example, when playing in the play bus and planning meals for the dolls and discussing what they like and don't like. Children are confident speakers and good listeners. They have good access to a range of books and listen well to stories read by the childminder after lunch, when they each choose their favourite book to be read. However, there are some occasions, especially during daily routines, when the childminder does not reinforce children's learning and build on what children know, especially with regard to mathematical development.

Overall children are making good progress towards the early learning goals. The childminder keeps excellent records of children's development, clearly recorded against the stepping stones. She uses this information to plan the next steps in their learning. The childminder also keeps photographic evidence of what children do, to show to parents. Records of children's achievements are attractively presented and shared well with the parents.

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

The provision is outstanding.

All children are welcomed and the childminder values and respects their individuality and the family context for each child. She ensures that she incorporates the needs of all children into her childminding practice. The children have very good opportunities to learn about themselves, each other and the world around them through planned activities and outings to local places

of interest. This positive approach fosters children's spiritual, moral, social and cultural development.

Children's behaviour is exemplary. The childminder has high expectations and sets consistent boundaries for the children, which helps them learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is increased as they respond to gentle reminders to care for their environment, for example to remove boots when coming in from the garden, and for each other.

Partnership with parents is good and this contributes significantly to children's wellbeing. Parent's views about their child's needs and interests are actively sought before the child starts at the setting and on a regular basis throughout their time with the childminder. Children benefit by the childminder ensuring that all information is discussed and shared with the parent.

### **Organisation**

The organisation is outstanding.

Children's care is greatly enhanced by the very good quality of organisation. The children feel at home and at ease in the well organised environment provided by the childminder. This means they are very confident and initiate and extend their own play and learning. Policies and procedures are used effectively to promote the welfare, care and learning of children. These are shared regularly with parents to keep them very well informed about the service and their child's activities. This contributes very well to the continuity in the children's care. Comprehensive planning systems are monitored and adapted to keep children safe and to enable them to make good progress in all areas of their development.

The childminder is committed to continuous improvement and development of her child care practice. She regularly reflects, monitors and improves the quality of her care and education as part of a quality assurance scheme and she is currently enrolled on a degree course in early years care and education.

The childminder meets the needs of the range of children for whom she provides.

### **Improvements since the last inspection**

There were five suggestions for improvement from the last inspection:

It was suggested that the childminder join the network and work towards accreditation for funded places. She has joined the network and completed the training to take children who receive nursery funding.

To ensure children sleeping are monitored. The childminder has a baby monitor so that she can hear children sleeping in a bedroom upstairs.

To expand policies and procedures. All her policies and procedures were updated in August 2005.

To obtain written consent for administration of medicines. The childminder now uses a comprehensive system of administering medicines to minded children.

To record information about children's background. The current detail of children's forms contain this information.

These changes have improved the outcomes for children with regard to their safety and learning.

### **Complaints since the last inspection**

There are no complaints to report.

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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**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop knowledge of the curriculum for the Foundation Stage

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