



Inspection report for early years provision

Unique Reference Number	125567
Inspection date	02 November 2005
Inspector	Jenny Kane
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 1992. She lives with her husband and three school age children in Tenterden. All areas of the bungalow are used for childminding except for the main bedroom. 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 14 children aged from 9 months to 11 years on a part time basis, 3 of these children receive funding for nursery education.

Schools, pre-schools, toddler groups, shops and parks are within walking distance. The family has a pet cat.

The childminder is an accredited childminder, is a member of the National Childminding Association and she holds the National Vocational Qualification level 3 in childcare.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment where they learn to follow good hygiene practices. They understand why they need to wash their hands after visiting the toilet, handling pets and before eating food. Nutritious snacks help children develop healthy eating habits. Children receive regular drinks to ensure they do not become thirsty. Mealtimes are a social occasion and children eat together at the kitchen table using suitable height chairs. They wait until others have finished eating before getting up and this teaches and reinforces good manners. Children sleep in accordance with parents' wishes in another room. They have their own bedding and the childminder checks them regularly. Children take part in physical activities on a daily basis. If weather is wet children can still benefit from being in the fresh air by playing in the garden and going for walks wearing raincoats and wellington boots. They use the play equipment in the local park and usually walk to and from school. This helps children understand the need for regular exercise as part of a healthy lifestyle. Children demonstrate a good sense of space and move confidently during physical activities both inside and in the garden. They are skilled at using a variety of construction equipment using paper, card, scissors and glue for cutting and joining. The toddler freely goes to the childminder for cuddles and reassurance, developing healthy dependence to support her emotional well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, welcoming and secure premises where they feel settled and comfortable. A risk assessment of all areas both inside and out means that children are able to move about and use the space freely and safely. Fire prevention is good and regular drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely. Children benefit from well-supervised outdoor play. The garden is secure and the childminder checks equipment to ensure that it is safe for the children at all times. Children use the equipment sensibly, and share and cooperate well. The good organisation of toys and equipment means they can access resources from shelves, tables and boxes at child height. Children show good levels of independence for example when using the toilet, putting on aprons and selecting toys. Children's safety on outings is paramount with the use of appropriate equipment such as buggies for the younger children and the setting of clear boundaries for the older children. The childminder ensures that she has all the necessary written information about the children in her care with her and that she carries a first aid kit. The childminder has a good understanding of her role regarding child protection issues and procedures. She has attended training to increase her knowledge and to ensure that all children in her care are safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a range of well thought out activities because the childminder plans her day well and provides a good mix of activities and outings, which meet the developmental needs of all the children. There is children's work on the walls and this display gives them a sense of achievement. The childminder builds warm relationships with the children making them feel secure and confident in her care. She has good interaction with the children, gives help when needed and joins in with play. Children spend time playing together learning important social skills, such as sharing, negotiating and turn taking. The childminder has a good understanding of child development and of how children learn through play. She intends to attend training in the Birth to Three Matters framework to develop her knowledge and skills in providing a wider range of activities for the younger children.

Nursery Education

The quality of teaching and learning is good. The daily routine is flexible and planned around the ages of the children attending. This along with the childminder's sound knowledge of the Foundation Stage enhances children's experiences. She meets weekly with other accredited childminders to provide children with an educational session in a group. Children are making good progress across the six areas of learning. They initiate conversations about their own experiences and talk about home and family. Children form good relationships with each other sharing and negotiating. The childminder extends children's language and communication skills through the introduction of open-ended questions and the introduction of new words during story time and the craft activity such as 'shimmer', 'spatula' and 'lobster'. They show a great love of books, stories and singing. Children incorporate counting during their play and can count up to 10. They discuss number, shape, and quantity during everyday routines such as snack time. Children learn about their own and different cultures through topics and practical activities. They enjoy experimenting with colour and texture during a range of art, craft and cooking experiences. The planning shows clear learning objectives about how activities help children progress and the childminder uses resources well to promote stimulating play and learning opportunities.

Helping children make a positive contribution

The provision is good.

Children talk happily about home life and personal experiences. Toddlers are included in all suitable activities and are becoming involved in older children's play. The childminder makes good use of the local library and other resources to ensure she promotes diversity. Children participate in activities that help them learn about the wider world, for example, by celebrating Chinese New Year, taking part in projects on where food comes from, and how a letter travels through the post to them. The childminder has undertaken training in special needs, which has increased her knowledge and understanding helping her to meet the needs of all children. The childminder fosters children's spiritual, moral, social and cultural development.

Good behaviour is valued and encouraged. Children's self-esteem and confidence is encouraged by the childminder asking their opinions and listening to their suggestions. They understand

the ground rules and are involved in the planning of activities and this promotes positive behaviour. The childminder and parents discuss methods to manage children's behaviour and deal with any problems as they arise which ensures consistent care.

Partnership with parents is good. Children feel secure and have a sense of belonging because the childminder listens to the parents' views. Two-way communication is good through daily feedback and the sharing of contact books for younger children. The childminder has a professional approach and friendly rapport with the parents who state they are happy with the service. Information about the Foundation Stage curriculum and the six areas of learning is through feedback and planning sheets. However, it would be beneficial to extend this to give parents further information about how the daily activities link into the curriculum. A good relationship with the parents ensures that they take an active part in their children's care and education.

Organisation

The organisation is good.

Children are happy and settled in the well-organised environment. The childminder uses her time well and involves the children in the organising of activities. This enables them to make choices and decisions for themselves. Written information in the form of registers, child record forms and accident records are in place and shared with parents. The childminder has an informative service statement for parents, which sets out arrangements for care. She continually looks at ways to improve her service and is developing and amending her policies and procedures.

Leadership and management is good. Children's care is of paramount importance to the childminder, she attends training and is committed to further self-development. She also attends the local childminding group where talking to others, discussing issues and getting support from the coordinator improves her care for children. Flexible routines and effective planning of activities ensures children receive appropriate care and education suitable for their level of understanding. The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

Since the last inspection the childminder has updated written parental permissions and continues to amend her policies.

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 enhance the range of activities for the younger children, for example by using the Birth to three matters framework
- continue to update and amend written policies

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):

- consider ways to further share with parents information on how the six areas of learning extend to everyday activities

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