



Inspection report for early years provision

Unique Reference Number	110953
Inspection date	04 October 2005
Inspector	Mandy Gannon
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 lives with her husband and three sons in a four bedroom house. There is a rear garden which is flat, enclosed and safe for outdoor play. Childminding usually takes place on the ground floor, with older children using the first floor bedrooms by invitation. The third floor is not used for childminding.

The childminder is currently minding 2 children under 8 years.

There is one pet rabbit which is kept outdoors.

The childminder has been minding for 12 years and is a member of the Andover and Romsey Childminding Network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's individual needs are met and the childminder is aware of children's requirement to rest and adapts routines according to their individual needs. Children are reminded to drink.

Children enjoy a wide variety of activities, which contributes to good health. They have daily access to outdoor activities including walks and visits to the local park. They have an enclosed garden where they have large equipment and also participate in planting and growing flowers and vegetables. Children frequently visit Finkley Down farm to enhance topic themes.

Children are cared for in a warm, clean home where they learn the importance of health and hygiene. They remember they need to wash their hands prior to snacks and meals; pictorial signs in the bathroom remind children. The childminder ensures she promotes and reminds children of the importance of hand washing. Children begin to understand the importance of healthy eating and is aware that chocolate cake made for a special occasion on a visit to grandma's house is not healthy but tomatoes they grew in the garden in the summer are healthy. Children have nutritious, well balanced snacks and meals that the childminder provides. She takes into account parental wishes and dietary requirements and has met special dietary requirements previously. Children's risk is minimised from the spread of infection by a childminder who is committed to good hygiene practice. She is aware to minimise the spread of infection through wearing gloves when changing nappies . Robust policies are in place and adhered to which include health and hygiene, dietary and menu.

Younger children join in the activities enthusiastically because the childminder is aware, makes good use of and has attended training on Birth to three matters framework. Her good understanding about appropriate types of activities and levels of support gives them confidence to try new skills, set their own limits and know when they need help. The childminder is developing a planning and recording system which will work alongside her other records.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are safe, secure and protected in a well resourced environment. The childminder ensures she gives thorough attention to safeguard children and makes their safety her top priority. Children have sufficient space to move freely and independently, with separate identified play areas to ensure toys and resources are appropriate for their age and stage of development. A substantial selection of toys and resources are available which are safe and suitable for use, conforming to British Safety Standards.

Children are well aware of safety both inside and outside of the home; they wait at the kerb when they get out of the car and wait to be told to walk into Grandma's house. They pay attention to comprehensive explanations given by the childminder, regarding holding hands and waiting by the roadside and the childminder points out potential hazards.

Children's safety and welfare is paramount and the childminder promotes this by having robust policies and procedures in place. She holds a current first aid certificate, has a secure knowledge of child protection and is aware how to keep children safe. She is aware of the procedures of the local Area Child Protection Committee.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children's individual needs are met through a childminder who has a clear view of those needs through regular up to date training and in discussion with parents. The childminder uses the Birth to three matters framework to adapt activities. Children are happy, settled and relate well to other children through regular attendance at toddler groups. They relate extremely well to the childminder, her family and other adults. They are confident and their self-esteem is developed through praise and encouragement received from the childminder. Children are independent in many tasks, they select activities and make choices. They listen and respond to tapes of nursery rhymes, stories and songs. All children spend their time purposefully. They enjoy exploring an extensive range of activities, which contributes to their creativity, such as listening and moving to music, playing instruments, painting, baking, art and craft. Children have opportunities to take part in planned activities and free play. Toys are available on accessible shelving and are labelled with words and pictures.

All children's individual needs are met exceptionally well. Daily diaries are maintained and regular sharing of information and developmental progress is recorded. Parents are informed and information is used to plan the next step's in children's development.

Nursery education

The quality of teaching and children's learning are outstanding. The childminder has a good knowledge of the Foundation Stage and of how children learn effectively. She plans an excellent range of activities, which she adapts to meet individual needs and interests covering all areas of learning. As a result, children are motivated and engrossed in activities. For example, the topic theme is 'Nursery Rhymes'; - 'Incy Wincy Spider' - they made a spiders web on the carpet using wool, after making a spider the child decides to be the spider climbing over the web. Three Blind Mice - they are visiting the local farm to handle mice and a man who is blind to learn about the support he needs around his home and children will have the opportunity to be blindfolded. Doctor Foster- they wear their raincoat and wellingtons and the childminder pours water from a watering can over their umbrella. They show delight in identifying different objects in a story sack and identifying which nursery rhyme they relate to. Children use their imagination well in role-play activities. They use puppets to express their feelings and that of others. They have access to a wide range of books and listen to story and music tapes. They observe different changes; for example, when ice melts, planting seeds, watching them grow and harvesting the crop of tomatoes. Children are confident speakers and listeners and take turns. Mathematical skills are used in everyday situations, a child is aware which pile of counters is the biggest or the smallest and how many candles her sister will need on her birthday cake.

Overall, children make very good progress in all areas of learning. This is recorded in photographs, children's work and written observations which link well to the stepping stones.

The childminder presents children's records and shares them with the parents. The use of records successfully informs future planning for each child.

Helping children make a positive contribution

The provision is outstanding.

Children are happy, settled and valued as individuals. Childminder ensures that children receive individual attention. For example, when the younger children are sleeping, the childminder plays games with the older children, when the younger children wake, older children play with small world on their own, whilst the childminder plays with younger children. The childminder is well aware of children's individual needs which are valued and respected. For example, a baby sleeps in their buggy in the hall, after trying to sleeping in a cot upstairs unsuccessfully and after discussion with parents. Partnership with parents and carers is outstanding.

Children's behaviour is exceptional; they are polite, confident and well mannered. The childminder acts as a positive role-model. The childminder provides a meaningful range of activities and resources to promote a positive view of the wider world and increase children's awareness of diversity and their understanding of others. For example, they are given many opportunities to mix with other people; for example, a visit to grandma's house, a visit to a man who is blind. They learn about other celebrations; for example, thanksgiving. The provision fosters children's spiritual, moral, social and cultural development well. The childminder provides a meaningful range of activities and resources to promote a positive view of the wider world and increase children's awareness of diversity and their understanding of others.

Organisation

The organisation is outstanding.

Children feel at home, settled and at ease in a well-organised environment. Therefore children are confident to make decisions to extend their own play and learning. The childminder effectively uses the robust policies and procedures she has in place to promote the welfare, care and learning of the children. She regularly shares them with parents who are well informed about the service, children's activities and development. This ensures and contributes in the children's continuity of care. Comprehensive, thorough planning monitors children's progress in all areas of their development. Regular risk assessments and monitoring keep children safe. Overall, the provision meets the needs of the children for whom the childminders provides.

Improvements since the last inspection

Since the previous inspection, the childminder has improved safety. She has replaced the back gate and the back garden is secure. The register is completed daily and in addition a chart is visible to inform the whereabouts of all the family, the childminder and minded children.

Complaints since the last inspection

There have been no complaints since the last inspection.

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The quality and standards of the nursery education are outstanding.

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.

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