



Inspection report for early years provision

Unique Reference Number	119404
Inspection date	04 October 2005
Inspector	Lisa Paisley
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 satisfactory.

WHAT SORT OF SETTING IS IT?

The Childminder was registered in 1992. She lives with her three adult children in Leigh-On-Sea, Essex. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child under five all day and six children over five on a part time basis. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group.

The childminder currently supports children who have additional 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.

She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through reinforced daily routines. They know, for example, that by washing their hands after using the toilet it will help them remain both clean and healthy. Effective procedures are in place if a child becomes unwell while in the childminder's care. She has obtained updated guidance with regard to infectious diseases, minimising the risk of infection for young children.

Children enjoy a good range of physical activities which help keep them healthy. All children have access to physical play through the range of resources the childminder provides, which are mainly outside. They also make regular trips to the park and to parent and toddler groups, which promote their physical well being. Children are able to rest and be active, according to their needs, in the home.

Children benefit from a very good range of healthy and nutritious foods including fresh fruit and vegetables that are provided by the childminder. Drinks are made available throughout the day and children are encouraged to help themselves from their own cups increasing independence. The childminder ensures that she is aware of allergies and other special dietary requirements so that children's individual needs are met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The home is very warm and welcoming for children where they feel safe and secure. Space within the home is organised effectively, allowing children to move around safely, freely and independently. Informal daily risk assessments are carried out by the childminder ensuring all potential hazards are minimised.

Children can access toys and resources independently, as play equipment is organised in the designated play room, fostering children's independence and choices about their play. Toys are checked regularly to ensure there are no broken parts that could harm them. When on outings the childminder ensures children know why they need to stay close and raise their awareness of any potential dangers such as road safety and why they should not talk to strangers.

The childminder has a very good understanding of child protection issues and is clear about her responsibilities to protect children from harm. The childminder informs parents of her role in protecting children, reassuring parents of their child's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a broad range of planned and spontaneous activities in a welcoming, family environment. They develop confidence and self-esteem as the childminder shows interest in what they do and say by talking and listening to them, asking questions and offering suggestions. Children become independent as they make choices about their play and self select toys. The childminder has just received the 'Birth to three matters' framework which is beginning to use this to help her in planning a wider variety of activities that are suitably challenging for young children.

Children develop confidence and self-esteem through the very good relationships they have with the childminder and other family members. Children look to the childminder for reassurance, help and assistance and she responds in a warm, caring and enthusiastic manner. Children are beginning to distinguish between right and wrong as the childminder uses a range of appropriate and sensitive strategies for managing children's behaviour. Children receive regular praise and encouragement developing their self esteem.

Nursery Education

The quality of teaching and learning is satisfactory. The childminder has a sound knowledge of the Foundation Stage and she mainly uses this to provide a range of activities. The six areas of learning are covered sufficiently and activities are appropriate for the children's age and stage of development. Activities are planned, however there is plenty of flexibility within the childminder's planning allowing for child initiated play.

Children have opportunities for mark making, such as activities using crayons, pencils and painting. Children engage in conversations and are becoming confident speakers and listeners. They use language effectively for many purposes such as initiating conversation, making their needs known and developing a storyline in their play. There are opportunities for children to experience early maths through their play, such as snack time, games and playing with large and small construction items. Children enjoy regular trips out where there are lots of opportunities to discuss the world around them, such as the weather, autumn, and collecting leaves and acorns.

Overall, children make satisfactory progress in all areas of learning. The childminder uses photographs to record what children are doing and share information with the parents, enabling children to remember previous experiences and events. She identifies children's strengths and areas of development and plans suitable activities to meet their needs. Written observations of the children's development and learning are recorded. The childminder is not currently evaluating the activities provided to ensure all areas of learning are appropriately covered.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals and with respect helping them feel good about themselves. They gain an awareness of diversity through resources and activities that are provided such as

dressing up clothes, books and play people. Children are beginning to develop a sense of place of the world around them and the childminder helps children to gain an understanding of other people's roles, such as the lollipop lady, police officers and fire fighters.

Children are very happy and confident within the home. They relate very well to each other, showing concern and consideration for each other's needs. Children socialise with other children through regular attendance at local pre-schools and toddler groups. They receive regular praise and consistent reinforcement, ensuring they feel confident and valued in the home. The provision fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. The childminder develops a good working relationship with parents and feedback is given on a daily basis. She discusses with parents the early learning goals and she is starting to show them her written observations and children achievements on a regular basis.

Organisation

The organisation is satisfactory.

The childminder continually attends a wide range of training courses such as speech and language and child protection, ensuring that she is consistently updated with regard to current childcare practices. Future training includes advanced child protection and updating her first aid certificate.

The children feel at home and at ease in the well organised environment. Daily routines are planned to incorporate school collections and individual time with younger children. The childminder has a good range of policies and procedures in place that she uses to promote the care and welfare of children. Records and documentation have been effectively organised, enabling the childminder to spend her working day with the children.

The childminder informally monitors the quality of the education offered and is beginning to use this information to develop her practice. She also has on going support from the network co-ordinator to facilitate this process.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report. 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.

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 satisfactory.

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):

- improve the outcomes for children from birth to three by using an approach in line with Birth to three matters framework.

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 a system to monitor and evaluate the activities to ensure that all areas of learning are appropriately covered.

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