



Inspection report for early years provision

Unique Reference Number	222543
Inspection date	28 November 2005
Inspector	Denise May Smith

Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 2000. She lives with her husband and two children aged six and ten in a Cambridgeshire village. 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 five children at any one time and is currently minding four children under five and four children over five before and after school on a part time basis. The childminder walks to local schools to take and collect children and attends the local parent/toddler group.

The childminder supports children with special educational needs.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in a warm, clean home where they stay healthy because, the childminder implements excellent hygiene practices to prevent the spread of infection. Children select different coloured towels when they start in her care; each one has a motif and name to help them recognise their towel. They learn about good personal hygiene as part of daily routines as they wash their hands after using the lavatory, prior to meals and after touching 'dirty objects.' They understand that this is because of the 'germs on their hands.' Records of accidents, incidents and medication are consistently completed to safeguard children's well-being. Highly effective procedures are followed by the childminder to protect children from illness.

Children respond well to routine and learn to enjoy nutritious food as part of a healthy lifestyle. Lunch is generally provided by the parents and a wholesome home cooked dinner by the childminder if required. Children are well nourished and their health is promoted as they are provided with a choice of healthy snacks. Children are offered juice and fresh drinking water on a regular basis. They confidently communicate their need for a drink when they are thirsty. Meal times are a social occasion where children sit together comfortably. Healthy eating is further reinforced by using games such as 'build a balanced meal.'

Children enjoy a good range of physical activities on a daily basis which contributes to their good health. They develop large and small motor skills and good co-ordination as they make effective use of the stimulating outdoor equipment. For example, they have fun using the climbing frame and dancing to music together. Exercise is provided indoors and outside, all year around, promoting a healthy lifestyle to children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, warm and friendly home where space is used effectively. They have a very good sense of belonging as they move around the setting confidently. Their self-esteem is high which contributes to their play and learning.

Children develop independence and make choices as they confidently access a very good range of resources, which are mostly stored in low level drawers, tubs and on shelves for easy access. Consequently, children have and enjoy good opportunities to self select and extend their ideas and play. The abundance of good quality resources such as 'holistic treasure baskets' helps children make progress in all areas of their learning. Toys are clean, well-maintained and comply with safety regulations, minimising risks to children.

Children are kept safe and secure both inside and outside the home. The childminder has considered the risks and taken necessary precautions to minimise those identified. Children learn about the importance of keeping themselves safe indoors and out through activities and discussion. For instance, they tidy up the toys so that they do not trip over them and learn the green cross code. Fire safety procedures are practised with the children and discussed with parents.

The childminder safeguards and promotes children's welfare and safety sensitively. She holds a current first aid certificate and has a secure understanding of child protection procedures in line with the local Area Child Protection Committee guidelines.

Helping children achieve well and enjoy what they do

The provision is good.

Children are motivated and enthusiastic. They benefit from well planned activities that meet their individual interests. The vast range of resources available, are developmentally suitable for all ages. However, the work books are sometimes not differentiated sufficiently. Children enjoy their play. They engage in a broad range of inspiring activities indoors, outside and when on outings such as 'hedgehog trails.'

Children play together in well resourced and interesting role-play areas which inspires their imagination. For example, they develop and perform 'mini discos,' complete with dressing up and light displays. Children develop mathematical thinking through everyday routines such as counting their 'pennies' at the local shop and paying the shop keeper. They are given interesting and exciting sensory experiences as they play with water, paint, collage materials and 'glitter' gluing.

Children are good communicators. They confidently ask questions and eagerly chat with the childminder and each other. They develop good self-esteem and confidence as the childminder listens to them, valuing what they say and do. They extend and practise their learning through her skilful and spontaneous questioning. They are happy, settled and secure. They share good relationships with each other and the childminder as they play sociably together and enjoy the regular support the childminder provides. Their varying needs are met well in an environment which is conducive to learning.

Helping children make a positive contribution

The provision is outstanding.

Children are highly valued and respected as individuals. They are made to feel welcome in the setting and their individual needs are effectively met. All children's work is given equal value and their efforts are rewarded by praise and encouragement from the childminder. Children learn about their local community as they visit places such as the park, library and the shops. Their understanding of the wider world and diversity is being enhanced through topics, ongoing discussions and good quality resources that reflect positive images of culture, disabilities and religion.

The childminder demonstrates a positive attitude to caring for children with special needs.

Children's behaviour is very good. They understand the difference between right and wrong as they negotiate with each other and the childminder. She acts as a positive role model for children. Consequently, they are sensitive towards each other; they enjoy each other's company and play happily together. Children are familiar with boundaries; they negotiate the house rules, which are then displayed so they are reinforced effectively. They respond appropriately to the childminder's explanations and appropriate handling of situations. They understand responsible behaviour such as tidying up and sharing.

Excellent working relationships with parents, contributes significantly to children's well-being. The childminder collates information from parents about their children's needs and interests and as a result has a very good understanding of children's individual needs. Information about children's achievements and progress is shared verbally with parents on a regular basis and a daily diary is used for babies. The childminder has obtained a second copy of the 'Birth to three matters' framework which, she lends to parents to support their care. The childminder is going on holiday, for the second year with all of the families to whom she offers care.

Organisation

The organisation is outstanding.

Children feel totally at home and relaxed as they play in a well organised, child orientated environment. They profit from effective adult support and a bright and welcoming play-space, which successfully fosters their independence, confidence and learning. Time is well managed. The childminder plans children's activities in advance; as a result they benefit from a very good balance and range of experiences both indoors and out. They are motivated, purposefully engaged in activities and make good progress.

The childminder's good knowledge and understanding of child development and very good practical skills in caring for children ensures the quality of care for children is of a high standard. The range of children's experiences is broadened through the childminder's strong commitment to development and improvement. She regularly attends training to update and broaden her knowledge and skills. She is currently studying for a further, recognised childcare qualification.

All required documentation which contributes to children's health, safety and well-being is well organised, accessible and shared with parents.

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

Improvements since the last inspection

At the last inspection the childminder was asked to implement 'risk assessments' to ensure the garden remains safe. This is now in place improving the quality of care

offered to the children. She was also asked to provide information packs for parents. Parents now receive an emailed version of policies and procedures, or a paper copy to borrow plus a six monthly newsletter about the provision. This has greatly improved the methods used to communicate information with parents.

Complaints since the last inspection

There have been no complaints made to Ofsted since April 2004.

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

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.

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):

- build onto the opportunities already offered to the children by further exploring how children learn and achieve. For example, using the foundation stage curriculum to underpin the learning opportunities offered.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk