



## Inspection report for early years provision

<b>Unique Reference Number</b>	136389
<b>Inspection date</b>	08 November 2005
<b>Inspector</b>	Kay Roberts
<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 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 first registered in 1997 and has an NVQ level 3 in Early Years Care and Education. She is a member of the National Childminding Association. The childminder is also a member of the South Gloucestershire Children Come First Network and an affiliated member of the Avon and Somerset Constabulary Network. She is registered to provide nursery education.

There are 2 children in the family aged 10 and 13-years. The 3 bedroom detached property is located in a cul-de-sac in the Barrs Court area of South Gloucestershire. Childminding takes place in the lounge and dining area of the kitchen/diner. Bathroom facilities are located on the ground floor. All bedrooms are available for babies requiring a sleep. There is a fully enclosed garden for outside play. The family have 2 guinea pigs.

The childminder is registered to care for a maximum of 6 children and currently has 8 children on roll. Of these there are 5 children under 5-years and 1 is a funded 3-year-old.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children play in a clean environment. The risk of children becoming unwell is minimised as the childminder shares her clear sickness policy for excluding children who are ill with parents. The childminder follows hygienic procedures such as hand washing and providing separate bedding and colour towels and flannels for each child. Children learn the importance of hygiene through the daily routine and wash their hands before having food. Younger children are encouraged to be independent with the provision of a small step. Activities such as washing toys and dolls clothes and then putting them out to dry help children to understand the importance of cleanliness. Appropriate procedures for managing accidents and administering medication are in place so that children's welfare is promoted.

Children do not go thirsty as even babies are able to communicate that they want a drink. They eat varied, healthy, well-balanced meals which take into account special dietary requirements. On occasions children have fun helping to prepare snacks, such as, pizzas, when the childminder reinforces what foods are good to eat. At snack time all children sit together and help themselves to pieces of banana. Later they enjoy beef casserole followed by yoghurt. Although children are able to feed themselves their independence is taken away as the childminder spoons food into their mouths.

Children play outdoors in the garden during the summer months. Large muscle skills are developed as they use the trampoline and see-saw. Further challenge is provided by regular visits to parks, such as Saltford, even in the winter months. During the wet weather the childminder often organises a physical day for children by bringing in equipment from outdoors and devising a mini assault course. Children do not become overtired as they sleep undisturbed in a travel cot in one of the bedrooms.

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

The provision is good.

Children feel welcome and are proud of their photographs displayed in the lounge. They confidently move between the lounge and the dining area of the kitchen/diner. In summer they are able to wander between inside and the garden as the patio doors are left ajar. The home is well organised so that children have space to play. They confidently help themselves to age appropriate toys, such as musical instruments and books, placed at low level to the side of the room in boxes. Their interest is sustained as the childminder regularly rotates her broad range of resources, which cover all aspects of development, for those stored elsewhere in the home and borrows other items from a toy library.

Children play in a safe, secure environment. The childminder regularly checks her home to ensure there are no potential hazards and ensures that appropriate equipment, such as safety

gates and door stops are in place before children arrive. At regular intervals during the day children are encouraged to tidy up toys so the risk of them tripping is minimised. Children are protected from fire; the childminder complies with fire safety requirements in full and children know how to evacuate the premises as they practise the fire drill on a regular basis. Further protection is provided as the childminder has a good understanding of local child protection procedures, for which she has an extensive range of literature. Children are protected from harm on outings as the childminder has effective procedures. She helps children to protect themselves by teaching road safety and 'stranger danger'.

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

The provision is good.

Children are relaxed and when they become tired cuddle up with the childminder. They learn from the childminder's participation in activities. She helps children to set up a farm asking if they can find specific animals and where they would like to put the animals. Her constant interaction encourages language development. She explains that by putting horses in a field they will be safe and when a baby places the cat on a roof, she verbalises what the baby has done. Children feel important as she involves each child in turn and follows through on their interests. When a child picks up a book she asks if they would like to hear the story. As she reads 'Postman Pat's Picnic' the children sit beside her on the sofa so they can all see the pictures. Afterwards the children, with assistance from the childminder, talk about what was in the lunch box. Children are learning to value each other. The baby went up to one child and with encouragement from the childminder the two held hands and the eldest child moved back and forth as he sang 'Row, Row, Row Your Boat'. Later children were less interested in joining in with words and actions for rhymes such as 'Heads, Shoulders, Knees and Toes' so were given time to explore the musical instruments. They listened to the sound of various shakers and the tambourine, but were particularly interested in the rain maker. They watched the small beads move from one end to the other as they turned it first one way and then the other. Regular opportunities are provided for children to develop other senses, such as making play dough and gluing. Attendance at toddler groups several times a week provides children with opportunities to socialise.

The childminder's enthusiasm ensures children make good progress. They do not become bored or frustrated as activities are adapted to the needs of individual children, for example, children who have more refined fine muscle skills thread buttons, whereas others use cotton reels. The childminder has an effective planning cycle based on 'Birth to Three matters' and this month is focussing on 'Me, Myself and I' which will include fun activities such as footprints and creating a life size art work. The three monthly reviews are available to parents.

### **Nursery education**

The quality of teaching and learning are good. Children's progress, which includes regular observations, is monitored using the South Gloucestershire Stepping Stones which link directly to the Foundation Stage. Children are interested in learning as the short-term plans take into consideration the topic at playgroup, children's interests and current stage of development, as well as learning objectives. The current theme is houses, for which the childminder has made a display of different types of homes, including those of animals which helps children to

understand what she is talking about. Learning is reinforced in a number of ways. Children play with a dolls house and as they do so they chat about what the furniture is called and in which room it should be located. Although they choose to put everything tidily in one room, saying everything is going on holiday. They know they sleep indoors, but on holiday sleep in a tent. Later they use wooden blocks to create homes and look at the shape of houses as one child makes a flat construction and another child builds a tower 13 blocks high. They recognise that outside homes usually have four walls. Children listen to the story of 'Goldilocks and the Three Bears' before going into the garden to look at the rabbit hutch and playhouse. One child confidently sings all the words to 'Bob the Builder' for which he receives a hug from the childminder as she tells him how proud she is of his achievement.

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

The provision is good.

Children who are new to the childminder settle quickly. There is a gradual introduction and babies are provided with a soft toy from the childminder's home so they become familiar with the smell. Babies feel secure as the childminder follows their home routine and does not go on outings until babies are settled. Parents are reassured as the childminder sends a photograph via the mobile phone and gives them a quick call. Children are happy as the childminder meets their individual needs by listening to what they say, following their interests and good communication with parents. The close partnership with parents is particularly important when caring for children with special needs. Children feel special as their birthday is acknowledged with a card, present and decorating the home with birthday banners and the childminder attends special events at playgroup, for example, to watch children participate in a nativity play.

Children's spiritual, moral, social and cultural development are fostered. They are polite, well behaved, able to share and take responsibility for their environment by helping to tidy up toys. Children want to be good so that they can earn a sticker. They learn to value nature as they gently stroke the childminder's guinea pigs and watch birds feed from the bird table. An understanding of wild animals is developed through regular visits to Bristol Zoo. Children learn about the local community as they visit the library for story time, walk to school and visit toddler groups. Children learn about the diverse society in which we live as they play with a range of readily accessible resources and books which reflect positive images. They look at an atlas and talk about different countries. Older children learn about the cultures of others as they participate in activities based on festivals.

The partnership with parents and carers is good. Aware that an inspection was imminent, parents provided many letters of recommendation which comment very positively on the excellent opportunities provided for children and quality of care. Parents are well informed about the childminder's practice. At the beginning of the placement they receive a very detailed prospectus, and each time the childminder updates the prospectus, parents are provided with a new copy. Parents are made aware of their child's day both verbally and via a daily diary, sticker book for positive behaviour and photographs. Children's progress records are available for viewing at any time and often the childminder sits and discusses the records with parents over a cup of tea. Parents are encouraged to be involved in children's learning. They are made aware of the

theme in advance, children asked bring something from home for 'show and tell' and observations are shared on a daily basis.

### **Organisation**

The organisation is good.

The childminder meets the needs of the range of children for whom she provides care. She is appropriately qualified and regularly seeks to extend her practice by attending further training and subscribing to magazines such as Nursery World which provides a useful resource for planning. The childminder has recently received a 'Healthy Eating and Physical Activity' award from South Gloucestershire Council.

The childminder's good organisational skills ensure that children are happy, actively occupied and receive appropriate care even in the event of an emergency. Space is arranged so that children have areas to play and move around freely, as well as quiet areas for sleep. Documentation is regularly reviewed and complies with the requirements of the National Standards. Paperwork is confidentially maintained and where appropriate shared with parents.

Leadership and management are good. The childminder is enthusiastic about her work. She has a good understanding of child development and successfully provides a broad education which meets the needs and interests of each child. The childminder enjoys the company of children and teaches by example as she plays. She reviews her practice regularly and has a clear vision for the future, such as providing more fun activities to reinforce the importance of hygiene.

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

At the last inspection the childminder agreed to meet one recommendation. Children are now protected as all household members over 16-years have been appropriately vetted.

### **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):

- allow children to develop their independence by encouraging them to feed themselves at lunch time

### **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):

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](http://www.ofsted.gov.uk)