



## Inspection report for early years provision

<b>Unique Reference Number</b>	161841
<b>Inspection date</b>	01 June 2005
<b>Inspector</b>	Gerry Simonds
<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 has been registered since 1999. The family live in Corsham, Wiltshire. The family home is a detached, four bedroom house, situated in a quiet area of Corsham. The minded children have access to all areas within the house. The garden area is accessible for supervised outdoor play. The childminder also uses the local facilities, including the local park. There are no pets in the household.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children benefit from having physical activity and fresh air regularly, for example walking to the park or going to use the local soft play facilities, or simply playing in the garden.

They develop good hygiene practices as they learn about hand washing and why this is important. They have set routines and know that they wash their hands, for example, before meals. Their health and hygiene is supported well by the effective implementation of procedures such as ensuring the nappy changing mat is cleaned after every use.

Children are offered healthy food options and their special dietary needs are well met, because the childminder works closely with their parents. Menus are provided for them and these are displayed.

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

The provision is good.

Children's are safe because their safety is supported well through regular risk assessments carried out by the childminder. The environment is very clean and hazards, on the whole, are minimized. However, a child was able to access a glass lid from the dishwasher when the childminder left the room. Access to the stairs is well restricted with the use of stair gates.

Resources are of good quality, they are organised effectively so that children can access them in safety. Children have access to a fully enclosed garden which is regularly checked for hazards.

They learn about keeping safe in the event of a fire and practise their fire drill regularly.

Children's welfare benefits from the childminder accessing regular training on such issues as first aid and child protection.

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

The provision is good.

All children of different ages have good opportunities to choose independently and to initiate activities for themselves. The childminder supports the play well, as she engages in their imaginative games. Children's language develops well as she talks to them all the time. The childminder encourages children to try many art and craft activities and learn new skills as they take part in activities such as making flapjacks.

Children take part in a wide range of activities, including attending local groups where they can socialise with different children and use a wider range of equipment.

Nursery education.

The quality of teaching and learning is good.

Children benefit from the childminder's clear planning and assessment systems and from her very good knowledge of the Foundation Stage and the stepping stones. The records are clear and well kept, giving a good picture of the child's progress and stage of learning. Their next work is planned using written observations and evaluations of what has gone before, ensuring good progression and continuity. Children learn about all six areas of the curriculum and individual plans are prepared for them. Their record contains samples of work and this is shared regularly with their parents.

Children are happy and behave well; encouraged to think of others. They get very good individual attention. They develop good self esteem through lots of praise and encouragement from the childminder. They choose activities regularly and benefit from a good balance of teacher directed activity and activity which is initiated by themselves. Their independence develops well, for example, as they go to wash their hands unaided.

Children communicate their ideas well and the childminder helps to extend their language as she speaks clearly and carefully to them. They learn letter sounds and have good opportunities to learn to write their names or write for a purpose in their role play. They enjoy stories and role play.

Children learn to count and to sort and match in a variety of ways. They look at similarities and differences, for example comparing wooden spoons to see if they are the same or different. They name shapes as they go for a walk and look for shapes in the environment or use shaped bean bags. They are also encouraged to make mathematical patterns.

Children learn about their families and their own bodies and are able to name parts of the body. They investigate, for example, the leaves or cones that they pick up when out for a walk. Work is planned for them to cover such topics as learning about caring for ourselves and what happens if we do not wash our hands. They enjoy sharing books about other cultures and about people who have a disability.

Many creative experiences are planned for the children and they enjoy painting, printing, and collage. They sing, dance and are able to experiment freely with musical instruments. Their work is put into a scrap book but not displayed for children and parents to see.

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

The provision is good.

Children are given very individual care and attention which builds their self-esteem. This pro-active approach ensures that children's individual needs are well met. Plans are regularly shared with parents as well as the good record keeping and the well ordered scrap book kept for each child. This has samples of work and makes a very good record for parents to keep. A daily diary also marks individual's achievements and helps parents to be very involved with the learning programme.

Partnership with parents is good. Children benefit from this positive partnership which ensures that parents and carer work consistently together. Parents are given very good information

about the provision including nursery education and this benefits all the children as adults work closely together and harmoniously.

Children's spiritual, moral, social and cultural development is fostered. They are learning to care for one another and the environment around them. They express their emotions in many ways as they talk of their poster of sad, happy or angry faces. Their understanding of other cultures is encouraged through books and toys carefully chosen by the childminder for this purpose. The childminder is happy to care for children with special needs.

### **Organisation**

The organisation is good.

The childminder meets the needs of the range of children in her care. Children are given well organised provision which sets good routines for the children to follow. They all receive very good help and individual support as the childminder organises her time well, for example, she uses the sleep time of the younger children to undertake nursery education activities with the older ones. Children benefit from a thorough operational plan and good record keeping which ensures that their progress is recorded regularly. The childminder is dynamic in her care and works very hard to manage her setting well. This ensures a happy and well run provision for the children. The childminder attends a great deal of training which keeps her up to date with every aspect of her care, this ensures that children are very well cared for.

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

At the last inspection the childminder was asked to ensure that all children have an appropriate range of activities and resources to promote positive images of disability. The childminder has given a lot of thought to this issue and has purchased some very good resources which enable children to have good awareness of disability. The childminder was also asked to ensure that medication entries in the medication book give full detail of the required dose. The record now shows this detail.

### **Complaints since the last inspection**

There are no complaints to report.

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The quality and standards of the nursery education are good.

## 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):

- ensure that children cannot access any hazards

### **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 displaying children's art or craft work.

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)