



Inspection report for early years provision

Unique Reference Number	111469
Inspection date	06 December 2005
Inspector	Alison Large
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.

the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 1990. She lives with her husband and their adult daughter in a rural area of Curdridge. All areas of the property are used for childminding, there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of 6 children at any one time and is currently minding 3 children under 5 all day and 3 children over 5 before and after school. The childminder drives to local schools to take and collect children. The childminder attends local carer/toddler groups. The family has pets.

The childminder is able to support children with special educational needs. She is a member of an approved childminding network and is currently in receipt of funding for nursery education for 3 and 4 year olds.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean home where they learn the importance of good personal hygiene and personal care. Their clear understanding of why they must wash their hands before eating and after using the toilet reduces the risk of cross-contamination. The childminder's support and guidance helps children gain a good understanding of hygiene and they become increasingly independent in their personal care. Children's health is well promoted as the childminder has relevant first aid training and has implemented effective hygiene procedures to minimise the risk of infection, for example when changing nappies and preparing meals.

Children begin to understand the benefits of a healthy diet as parents provide a variety of healthy snacks and meals. Children are offered fruit and vegetables daily and the childminder takes into account the wishes of parents and meets each child's dietary needs to ensure they remain healthy.

Children enjoy a good range of physical activities that contribute to a healthy lifestyle. Garden games and regular trips to local play areas improves children's physical skills. The childminder recognises the benefits of daily exercise for the children and they have opportunities to develop their large and small muscles. The childminder provides a good range of outdoor interests for the children, including wheeled toys, sand and water play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a bright, spacious environment. The main playroom is laid out with resources stored accessibly to allow children to move around safely. The childminder has a good understanding of safety issues and pays high attention to ensuring risks and hazards are minimised and children's safety is promoted. The developmental needs of the children are met by the good range of equipment that is made available to them, which is clean, safe and well maintained.

The childminder has all the required procedures and documents in place and gives top priority to ensuring the children's welfare is safeguarded and promoted. She has a good knowledge of child protection issues, recognises her role and responsibilities and has written her own policy which is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time with the childminder, they enter confidently and settle well. They make themselves at home and enjoy the range of activities and experiences offered to them. The children build close and caring relationships with the childminder, which increases their sense of trust and helps them develop a strong sense of self. Younger children benefit from the childminder developing her knowledge and understanding of young children by starting to make use of the Birth to Three Matters framework, including observing and recording children's progress. The childminder recognises the value of play in a child's development and introduces a range of experiences, enabling the children to play together as well as independently. The children enjoy the childminder's company, she joins in their play, which encourages their social skills.

Nursery Education

The quality of teaching and learning is satisfactory. The childminder has a good understanding of the Foundation Stage Curriculum and provides a range of activities to extend children's learning. Planning has clear learning outcomes for the children and the childminder records what she wishes them to gain from the activity. However, at times the planning and following activity is aimed too high for the ages and stages of the children receiving nursery education. Assessment is rigorous and the childminder ensures she records children's achievements.

The provision of a range of practical activities enables children to develop their writing skills. Mathematical activities enable children to learn to count and recognise numerals in everyday situations. Planned activities provide opportunities for children to compare size and shape and there are opportunities for them to develop their problem-solving skills. An understanding of the world around them is promoted through a wide range of practical activities, for example growing vegetables, outings to places of interest and exploring the local environment. Children are able to use a wide range of materials and equipment during their time with the childminder. There is an extensive range of creative activities to promote the use of their imaginations, allowing them to express themselves freely.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. Children flourish in the childminders care. All children are welcomed and play a full part in their day because the childminder respects each child's individuality. Children have time to relax as well as be active and develop confidence in selecting and making choices. They play well together, learning to share and take turns and show concern for each other. Children gain a respect for themselves and others as they learn about the wider world.

Partnership with parents is good. Effective communication takes place between the childminder and parents and they work together to meet the children's needs. Information is shared with parents through daily diaries for the younger children and the progress records of the children receiving nursery education. This ensures children benefit from the consistent links with home.

Behaviour is good, the childminder encourages the children to write their own rules. She sets boundaries and children develop independence, confidence and self-esteem as the childminder praises and values their achievements.

Organisation

The organisation is good.

The setting is organised to enable children to move around freely in the indoor and outdoor space which maximises the play opportunities for them. Policies and procedures are used to promote the welfare and care of the children. They are made available to parents to keep them informed of their child's activities, this contributes to the continuity of the children's care. All the required documentation which contributes to the children's health, safety and wellbeing is in place, stored confidentially and regularly reviewed. The childminder shows a commitment to on-going training and is a member of an accredited childminding network. The leadership and management of the nursery education is satisfactory. The childminder liaises well with the co-ordinator from the network to ensure her practice is monitored and reviewed regularly. The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

At the last inspection the childminder was asked to ensure the children are protected from the spread of infection. All children now have their own towels and are able to learn about germs and preventing the spread of infection. The childminder has rigorous procedures in place when nappy changing which ensures children's health and wellbeing is maintained.

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):

- continue to develop the planning and practice of the Birth to three 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):

- ensure the planning and activities provided are suitable for the ages and abilities of the children receiving funding

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