



## Inspection report for early years provision

<b>Unique Reference Number</b>	154010
<b>Inspection date</b>	03 February 2006
<b>Inspector</b>	Juliet Eileen Hartridge
<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 was registered in 1999 and works in a childminding partnership with her husband. The family live in Teignmouth and have two school-aged children. They live in walking distance of swing parks and shops, and collect children from local schools and pre-schools. Children play on the ground floor of the home where they have use of a large playroom with a second room immediately off this area. There is an enclosed front and rear garden. The childminder is registered to care for up to 6 children under the age of 8 years and there are currently 7 children enrolled, 3 of whom receive nursery education. The childminders may care for a total of 12 children under 8 years, of whom no more than 6 may be aged under 5 years, when she works with her assistant. The childminder has an appropriate early years qualification, and belongs to the local childminding network. She is accredited and currently provides nursery education for 3 children. She follows the 'Children Come First' quality assurance programme.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children have very good opportunities to participate and benefit from regular physical play. Children enjoy dancing to music every day, and there is a wide range of stimulating equipment, resources and planned activities available to support and encourage their vigorous play. Younger children enjoy carefully progressing along the balancing beam as they find their way along their imaginary beanstalk, and also enjoy obstacle courses. Children benefit from a wide range of outdoor activities. Older children can relax after school when they scramble up the large climbing frame and bounce on the trampoline, or enjoy making dens. Interesting walks and outings are a regular feature of the daily routine, and provide children with beneficial exercise.

Children have a balanced and healthy diet, and careful consideration is given to their individual dietary needs. The well planned menu of mostly home cooked meals is varied and nutritious. Children enjoy healthy snacks, including fresh and dried fruits, toast and spreads. Children's enjoyment of food is encouraged when mealtimes are made fun and interesting. For example children could choose to have a 'picnic lunch' on a rug in the kitchen, when they were given a wide range of healthy finger food choices to choose from.

Children's health is well protected as they are cared for in a clean, tidy and well maintained home. Documentation is fully maintained and includes medication consents and administration records, as well as clear and confidential accident records. Children are learning about the importance of good hygiene when they put their hands over their mouths when they cough and this is acknowledged by the childminder. Older children confidently wash their hands after using the toilet. However children do not always routinely wash their hands before mealtimes, and therefore have insufficient opportunities to learn about independent personal care.

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

The provision is outstanding.

Children's safety is carefully maintained. They are cared for in a safe, inviting, stimulating yet very safe environment, where they can play safely whilst they are vigilantly supervised. Low tables and chairs enable children of different ages to join in and safely enjoy table top activities together. The wide range of toys and resources are clean and well maintained, very safely and invitingly stored and appropriate for the varying needs of the children attending. Children learn to take responsibility for their own safety when safety on chairs is discussed. Crawling babies learn to move between the rooms safely, when they are taught to crawl down the step backwards.

The risk of injury to children is minimised due to the responsible and conscientious approach of the childminder. Very detailed risk assessments of the indoor and outdoor play environment and equipment are undertaken twice a year. Children are very well protected due to the security measures implemented, these include secure garden gates and safety alarm on the main door. Children are very well protected from the risks of fire. Appropriate fire fighting equipment is close to hand, and children can see the fire evacuation plan, which is practised and evaluated regularly. Children learn about the importance of fire safety when they visit the local fire station.

Children's safety on outings is well supported due to the careful supervision provided as well as regular discussions regarding road safety.

Children are very well protected from harm due to the childminder's level of understanding regarding child protection issues. The childminder is very well aware of her responsibility to protect children in her care and appropriate procedures.

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

The provision is good.

Children and babies are confident, happy and secure in a friendly environment where they enjoy themselves, are eager to learn and are helped to achieve. The childminder is warm and responsive towards the children. Spontaneous discussions take place, when children are encouraged to recall past events, talk about what they are doing and express their opinions. All children are skilfully included. Babies use chunky chalks to draw on thick paper, whilst older children draw the outline of 'the giant'. Activities are fun and relevant to the children and link with the carefully planned themes, including the current Jack in the Beanstalk theme, with the golden egg game and searching for 'gold' in Jack's house. Babies are very well cared for. The childminder is well aware of the stages of development of babies and her plans clearly indicate how she provides increasing challenges which help them move onto the next stage.

Nursery education.

The quality of teaching and learning is good. The childminder has good knowledge of the principles of the Foundation Stage of education, and observations and assessments of the children are used most effectively to plan the curriculum. Short term plans and targets for individual children are clearly identified and children are therefore making good progress in their learning. There is a good balance between adult-led activities and independent play, when children can make choices according to their individual interests.

Children are articulate and encouraged to express their ideas. The extensive use of labelling in the play rooms encourage children to recognise the names of resources, and some children write their names. Children's understanding of number is well promoted. They use dice in games, confidently counting and talking about quantity when they play the chicken and golden egg games, or sing number rhymes.

Children have excellent opportunities to learn about the world around them. They explore snow and they learn about growth when they plant seeds, or harvest the fruit and vegetables grown in the garden. They confidently use the computer. Children explore their creativity when they dance or play musical instruments. They enjoy painting as well as modelling with play dough or clay. Children are learning to share and take turns and they concentrate and persist when completing difficult puzzles. However there are insufficient opportunities for children to learn about self-care and develop their independence, particularly regarding hand washing before meal times.

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

The provision is outstanding.

Children's individual needs and stages of development are very well considered by the childminder, who carefully plans activities which are interesting and relevant to the children. Resources are used skilfully to engage and interest children, including puppets or music. Children who have special needs are very well supported and included. Children are learning to value diversity and the wider community when they play with ethnic dolls and their clothing, or enjoy multi-cultural musical instruments. Children have excellent opportunities to learn about festivals celebrated in various cultures including Diwali and Chinese New Year. Children learn to take responsibility for animals when they care for the pet rabbit. Children's spiritual, moral, social and cultural development is fostered.

Children are well behaved, they are settled and eager to learn. They happily take turns and share when they play games. The childminder uses opportunities at mealtimes to discuss issues such as sharing and the importance of helping each other pack away their toys. Children are learning about certain expectations such as caring for books properly and not running in the playroom, and are regularly praised by the childminder when they have done well. The childminder is a calm and positive role model, who uses very helpful strategies to encourage children. These include reward stickers for specific achievements and good behaviour certificates, which children proudly display in their portfolios.

Partnership with parents is outstanding. The childminder communicates extremely effectively with parents, and is helpful and supportive. This means that the needs of the children are met and the parents are involved and included. There is a detailed and very informative parents handbook, which informs parents about policies and procedures relating to the care provided for their children. Parents receive very helpful information about their children's progress and development. They take their children's informative portfolio's home, and learn how the childminder helps their child make good progress towards the early learning goals. Parents have regular opportunities to discuss any areas of concern, for example if they feel their child needs some additional support with their learning and development.

## **Organisation**

The organisation is good.

The care of the children is enhanced by the good organisation evident in the home. A welcoming and comfortable child friendly environment has been created. The play room is interesting and inviting, and resources are tidily but accessibly stored where children can easily access them independently. A second room as well as the garden are used and are well equipped for more physical activities. Children therefore benefit from playing in a variety of environments during the day.

Documentation is very effectively used to support the care of the children. These include detailed registers of attendance and detailed information records about the children. Consents regarding emergency medical treatment and outings are obtained from parents. All documentation is securely and confidentially stored.

The childminder who has National Vocational Qualification (NVQ) level 3 in childcare and education, has a strong commitment to training and developing her childcare knowledge and practice. Training is regularly undertaken, this includes training regarding special educational needs, child protection and Birth to three matters framework. The childminder evaluates her practice and care by regular discussion with parents and the use of self-assessment documents. She is committed to improving her practice, for example by making recent improvements to her planning and assessment systems, which enhance the education provided for the funded children.

Leadership and management is good and this has a positive impact on the care and education provided for the children. The childminder meets regularly with the local authority and qualified teachers, and receives regular monitoring and support visits from the Devon Childminding Association network co-ordinator.

The childminder meets the needs of the range of children for whom she provides.

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

At the previous inspection the childminder was asked to ensure the stairs could be made inaccessible to children. The childminder has installed a substantial gate, which prevents children accessing the staircase. This has improved safety for children.

### **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 required by Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- further develop opportunities for children to take increasing responsibility for their personal hygiene, particularly hand washing before meals (applies to nursery education also)

### **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):

- make improvements as indicated in the care section above.

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)