



Inspection report for early years provision

Unique Reference Number	EY263081
Inspection date	08 March 2006
Inspector	Jenny Kane
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 good.

WHAT SORT OF SETTING IS IT?

The childminder registered in June 2003. She lives with her husband and two school age children in Newington.

The ground floor of the premises is used for childminding with facilities for children to sleep upstairs. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of 4 children at any one time. She is currently minding 5 children aged from 1 to 10, of whom 1 receives funding for nursery education.

School, pre-school, toddler group, shops and parks are a short distance away. The family has a pet dog.

The childminder is an accredited childminder and is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy whilst in the care of the childminder. She pays good attention to her own personal hygiene when changing nappies. Children are independent when using the bathroom and learn about the importance of washing their hands after using the toilet and before eating to prevent the spread of infection. Drinks are freely available and children have their own cups. Children bring their own food, which they eat together at the table in the kitchen. The childminder discusses eating and sleeping requirements with the parents and records details in the contact diary. This ensures that she meets children's individual needs.

Children are able to rest when they need to and the childminder discusses the best place for the child to sleep with the parent. Older children relax and sit quietly on the sofa in the living room. Toddlers play alongside older children and are starting to join in and express their feelings and needs. The childminder includes all children in the activities and is aware of their different developmental needs.

Children enjoy regular physical activities that keep them healthy. They visit parks, toddler groups and play centres where they practise climbing and coordination. The childminder gives children plenty of opportunity to develop their physical skills indoors. For example, they have fun moving about trying to catch the bubbles from the bubble machine. Children are skilled at using small tools. They use paper, pencils, scissors, sharpeners and glue during the craft activity and trowels when planting seeds.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The toys and equipment are of good quality and are age appropriate. Children make choices about what they play with from the good selection of toys on shelves and boxes in the playroom. They are encouraged to look after the toys and help clear away when finished playing. Children have access to the large garden, which they use in good weather. A good range of outdoor toys and play equipment helps to create a stimulating environment.

Children play in a spacious and welcoming environment where they move about freely and safely. The childminder understands her responsibilities regarding safety, which ensures children, are safe and secure. She has developed good network of cover for emergencies with another childminder.

The childminder takes positive steps to promote safety on outings, for example by using pushchairs and reins and by ensuring she takes with her a first aid kit, spare clothes and relevant documents regarding herself and the children in her care. She has a good understanding of her

role and responsibilities regarding child protection issues and procedures. This safeguards and promotes children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and relaxed because the childminder provides a variety of interesting games and activities that fully support their developing needs. She has a clear daily routine, planned around the ages of the children attending. As a result, they play well with each other, are confident and independent. Praise and encouragement from the childminder and explanation about what they are doing and why ensures that children have new experiences.

The childminder has a good understanding of how children learn through play. She has recently attended training in the Birth to three matters framework. She is beginning to introduce this into the planning of activities and feels it will improve her practice.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress across the six areas of learning. They benefit from the childminder's sound knowledge of the Foundation Stage, and she continues to develop her curriculum planning and assessment with the support of the network coordinator. Her plans show clearly, what the activity is, what it will achieve and how it links to the early learning goals. She evaluates the activity afterwards to ensure children make progress in all six areas of learning.

Children are interested in the activities, suggest ideas and ask questions. They show excitement during play and are eager to try new things. For example, they learn how to plant seeds in soil and find out why the bubbles stop when the machine runs out of soap liquid. Children initiate conversations about their own experiences and talk about home and family.

The childminder extends children's language and communication skills through the introduction of open-ended questions and asking for the children's opinions. They are beginning to recognise the written word, and enjoy looking at books and listening to stories. Children identify their own names on labels and help to stick them onto their plant pots. Further labelling of items, toys and resources would be beneficial and help with children's literacy.

Children incorporate counting into their play and can count up to 10. They discuss shape, size and colour during everyday routines such as snack time and when planting sunflower seeds discuss how high they might get and how long they will take to grow.

They enjoy experimenting with colour and texture during a range of activities. Older children have their own creative boxes that contain lots of interesting tools and materials for craft.

Helping children make a positive contribution

The provision is good.

The childminder treats children with respect, says 'thank you' and 'well done', does not raise her voice and is consistent in her responses. This helps children develop a positive self-image. The premises are user friendly, with good facilities suitable for children with special needs or a disability. She has undertaken training in special needs, which has increased her knowledge and understanding helping her to feel confident in her ability to provide care for children with a range of abilities.

Children participate in a variety of topics and activities that help them learn about the wider world. The childminder makes good use of the network toy library and other resources to ensure she promotes diversity. All children have access to the computer and use various programmes suitable for their age. Older children are encouraged to use information technology (IT) to look up information about topics and extend their ideas. The childminder fosters children's spiritual, moral, social and cultural development.

Behaviour management strategies work well in practice and are effective because the childminder remains calm, speaks quietly and deals with any incidents consistently. She encourages children to negotiate and share with each other. As a result, children work harmoniously and their behaviour is good.

Partnership with parents is good. The childminder shares information about the children's care and education, listening to and respecting parent's views and wishes. Parents are happy with the care provided and readily share information about their children. The use of contact books helps to monitor children's development and achievements and ensures parents are fully involved in their children's care

The parents of the funded children have written information about the Foundation Stage and the early learning goals. The childminder is developing individual folders for each child, which will record children's achievements and contain examples of work. This will ensure that parents are involved with their child's education and continue the learning at home.

Organisation

The organisation is good.

The childminder organises her time well. She has activities prepared and is ready for children when they arrive. Children benefit from the amount of space provided for play and activities. The day is well-planned allowing children time for quiet and active play. The childminder cares for a mix of ages but manages the routine effectively so that children receive plenty of attention while they are in her care. Children benefit from regular visits to other childminders where they play and socialise with other children.

The written policies and procedures are of a high standard, clearly state and reflect the service offered and parents have their own copy. All relevant records and documents are in place, kept confidentially and are readily available to parents. The childminder has an effective system in place for emergency cover and support with other childminders.

Leadership and management are good. The childminder has a professional approach, which provides children with continuity and stability. Through the support of other childminders and the network coordinator, she is able to monitor and evaluate the nursery education that she provides. She continues to improve her practice through training and self-development, which benefits all the children in her care. The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

Since the last inspection, the childminder has looked at activities and resources that promote equality of opportunity and anti-discriminatory practice. She has introduced a variety of topics, celebrates some multi-cultural festivals and has increased her supply of play materials.

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 use of Birth to three matters 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):

- consider the labelling of objects, toys and resources to enhance children's understanding of literacy and the written word
- continue to develop the curriculum planning and consider ways to further share with parents how the six areas of learning extend to everyday activities

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