



Inspection report for early years provision

<b>Unique Reference Number</b>	112394
<b>Inspection date</b>	02 November 2005
<b>Inspector</b>	Lisa Jane Cupples
<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 outstanding.

### WHAT SORT OF SETTING IS IT?

The childminder has been registered since 1990. She lives with her husband and adult children in a house in Petersfield, a residential area of Hampshire. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to provide care for a maximum of 6 children at any one time. She currently provides care for 10 children aged from 1 year to 7 years on a part-time basis, and 1 of these children receives funding for nursery education. There are local shops, parks, schools and pre-schools within walking and driving distance. The family have no pets.

The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association and is an accredited childminder 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 beginning to learn the importance of healthy eating because the childminder has an extremely clear understanding and is able to provide a well-balanced and nutritional range of snacks and meals for the children. Children choose from a large selection of fruits for snacks and enjoy helping the childminder to prepare the fruit, increasing their independence and encouraging good quality conversation about the type of foods that are good for them. The childminder works closely with the parents to ensure their wishes are respected and children's individual needs are catered for.

Children are protected because the childminder follows stringent hygiene procedures to help keep the children healthy; for example, tables and surfaces are cleaned thoroughly and children know this is to 'get rid of the germs'. Children learn about the importance of personal hygiene through daily routines and discussions. They are actively encouraged to wash their hands at appropriate times and enjoy using the soap provided; however, hand drying procedures are not always implemented effectively to help reduce the possible spread of infection.

Children are healthy and safe, and parents are well informed because the childminder has an exceptional understanding of the procedures for recording accidents and administering medication. The records of accidents are comprehensive and detailed showing a clear picture of what happened, how it happened and how it was dealt with, parents sign to acknowledge all the entries.

Children have ample opportunities to develop their physical skills, such as climbing, balancing, running and jumping at the local parks and in the enclosed, secure garden. The wide range of equipment used provides sufficient challenges for all the children who attend, helping to develop their self-confidence and large muscle skills. The childminder ensures the children go out daily to reap the benefits of the fresh air and children enjoy their outings to local parks and beaches and go swimming regularly.

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

The provision is outstanding.

Children enjoy a safe and secure environment because the childminder is vigilant and removes all potential hazards. Children are made aware of dangers through general conversation and daily routines; for example, they know what they must do in the event of an emergency and are fully aware of the fire drill procedures. Children feel safe and are extremely settled because of the high levels of support and supervision provided by the childminder.

Children are well protected because the childminder has a thorough understanding of child protection procedures and has completed a child protection course to update her knowledge. Children are able to access the resources freely, developing their independence fully. The clean and well maintained toys and play materials are stored in low-level units and boxes in the play

room. Children make their own choices throughout the day and the childminder supports and encourages them enthusiastically, promoting their self-esteem effectively.

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

The provision is outstanding.

Children benefit from the childminders exceptional understanding of their individual needs. She plans the daily routines and activities in detail to ensure there are plenty of available activities to interest all the children in her care. The childminder interacts exceptionally well, continually talking to the children, asking open-ended questions, playing on the floor at their level and participating fully in all the activities. The childminder has an extremely good understanding of the developmental needs of children which enables her to provide a vast array of resources and opportunities to develop their skills in all areas. The childminder extends the children's learning effectively by making experiences real for them; for example, after talking about hedgehogs and hibernation the children have made their own clay hedgehog.

### **Nursery Education**

The quality of teaching and learning is outstanding. The childminder has an exceptionally clear understanding of the Foundation Stage and all the curriculum planning is closely linked to the stepping stones. The planning shows differentiation and is organised to meet the needs of individual children. The childminder gets to know each child well and uses the forms completed by the parents and early observations as a starting point from which to observe and monitor the children's progress. This enables her to provide a broad selection of activities designed to effectively challenge and stimulate the children.

The childminder organises the daily routines well to incorporate all six areas of learning, she tracks which stepping stones have been covered to ensure the children receive a balanced programme. The daily activities and routines are evaluated and monitored and the childminder liaises with the local network co-ordinator to ensure her practice remains up-to-date. The childminder observes and records the children's progress and achievements, then collates the information to identify their next steps. This information is used well to plan the curriculum to meet each child's needs. The children have the opportunity to participate fully in a well balanced and interesting programme which ensures they are making rapid progress towards the early learning goals in all areas.

Children are extremely confident and show high levels of independence. They are interested, excited and motivated to learn. They show curiosity and eagerly try new activities; for example making and decorating Diva Lamps for Diwali. Children co-operate exceptionally well with each other, negotiating roles during their play. Children have very good self-esteem as they chat openly with visitors, tell others what they have been doing and talk about their families and personal experiences with enthusiasm. Children are developing very good relationships with adults and their peers.

Children have many opportunities to begin to understand the needs of others, talking about festivals and other cultures during practical activities. They are developing their writing skills extensively through a wide range of practical activities; for example, by mark-making during

role-play and having free access to writing materials at all times. Children are learning to count and recognise numerals in everyday situations. Planned activities and incidental learning opportunities enable children to compare size, shape, quantity and position. Children are able to use everyday technology and develop their basic computer skills effectively, using the family computer.

Children are developing an extremely good understanding of the world around them through a broad selection of practical activities, for example, hunting mini beasts, growing plants, observing hedgehogs, handling small animals on outings and exploring their local environment. Children use extensive materials and equipment during their time with the childminder, helping to develop their small and large muscle skills effectively. Children fully participate in a variety of creative activities to promote the use of their imaginations, allowing them to express themselves freely, creating work from their own ideas.

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

The provision is outstanding.

Children benefit greatly from the childminder's excellent partnership with parents. Children's individual needs are fully met because the childminder takes the time to get to know each child and their families. Children are extremely happy and settled. They feel valued because their individual needs are discussed during arrival and collection and daily records are used effectively to ensure nothing is forgotten, enabling parents to contribute to the children's experiences with the childminder.

The childminder has a very clear understanding of equal opportunities and provides an extensive range of multi-cultural resources, introducing the children to other cultures and beliefs through their everyday routines. She has experience of working with children who have special needs and a full written policy is in place. Through discussion the childminder was able to demonstrate a clear understanding of her responsibilities. She would be happy to liaise with other agencies and always works closely with the parents to meet the individual needs of the children.

Children's behaviour is exceptional because they know exactly what is expected of them. The childminder has a calm and relaxed approach and gives extremely clear explanations aimed at each child's level of understanding; for example, letting the children know why it is dangerous to leave toys in the middle of the room. Children understand the simple and consistent house rules, they share the toys and resources fairly, learning to show consideration for others.

Partnership with the parents of children who receive funding for nursery education is outstanding. Parents receive high quality information about the childminder's aims and objectives, the resources used, activities and the planned curriculum. Children's spiritual, moral, social and cultural development is fostered. The Foundation Stage and stepping stones are covered in detail giving the parents an overall view of the educational programme provided for their children.

Parents are exceptionally well informed about their children's individual progress. The childminder completes written reports covering all six areas of learning every half term. The childminder identifies the children's next steps and includes them on the reports and the parents

sign to agree them. This also helps the parents to be involved in the children's learning and encourages them to help the child at home, providing consistency for each child and building strong links. Parents have many opportunities and are actively encouraged to share what they know about their children. They can make written comments on their children's records at any time and discuss their children's progress on a daily basis.

## **Organisation**

The organisation is good.

Children are fully occupied and engaged with ample play opportunities during their time at the setting, as the childminder organises the daily routines exceptionally well. The childminder meets the needs of the range of children for whom she provides. Children's health, safety and wellbeing is promoted effectively because all the legally required documentation is comprehensive, detailed, accurate, up-to-date and shared openly with parents.

Children benefit and thrive in an extremely well organised, safe, secure and stimulating environment, where they are protected by solid procedures, most of which are implemented effectively by the childminder. Children enjoy their time with the childminder because resources and activities are planned well, provide sufficient challenge and the days are full and run smoothly, which has a very positive impact on the children's behaviour. The childminder has a clear understanding of the requirements of her registration and the inspection process, keeping children safe.

The overall organisation of the setting is outstanding. The childminder is extremely well organised and prepares detailed sessional plans and daily routines to ensure the children's needs are being met effectively. She continues to complete training on a regular basis to ensure her practice is up-to-date, enabling her to provide an extensive range of activities and introduce new concepts to the children using innovative techniques; for example, consolidating their learning about hibernation by creating their own clay hedgehog.

The childminder continually monitors, reviews and evaluates her practice and teaching methods. Strengths and weaknesses are identified through evaluation and additional training is sought to ensure the childminder is meeting each child's needs effectively and providing a well balanced educational programme. The childminder is extremely proactive and has devised effective systems to enable her to track the progress of each child and also to monitor how each area of learning is covered throughout the year.

The childminder is enthusiastic and self-motivated, she ensures her training needs are met and continues to update her knowledge by attending various training courses. She is highly committed to providing the highest standard of education for all the children who attend. She also works as a peer mentor for other childminder's in the area, helping to share good practice and expertise. Children benefit greatly from the childminder's commitment and enjoy their time in her care because she is able to provide an exciting, stimulating and interesting programme to ensure the children have fun while they are learning.

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

At the last inspection the childminder was asked to ensure that parents were given information on how to contact Ofsted. The contact details are clearly displayed on the parents notice board and have been included in the childminder's complaints procedure, ensuring all parents are informed and the children are protected.

### **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.

## **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 outstanding.

### **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):

- implement suitable hand drying procedures.

#### **The quality and standards of the nursery education**

recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)