



## Inspection report for early years provision

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| <b>Unique Reference Number</b> | 405162        |
| <b>Inspection date</b>         | 17 May 2006   |
| <b>Inspector</b>               | Lesley Ormrod |

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|---------------------------|--------------|
| <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 1993. He lives with his wife and another family member in Bolton le Sands, Lancashire. The childminder regularly works with other childminders. The whole of the ground floor and two rooms on the first floor are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time. He is currently minding seven children under five years all day. The childminder drives to local schools to take and collect children.

The childminder supports children with special educational needs. He is an accredited member of the Bay Childminding Network. The childminder is currently in receipt of funding for nursery education for three and four-year-olds. He holds a recognised early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children have their health care needs met competently, as the childminder liaises closely with parents to record detailed information. Their good health is promoted, as there are very good arrangements for the administration of first aid, medication or emergency medical attention. Older children have good personal care routines and know that they wash their hands after visiting the toilet. Their understanding of how their good personal care routines protect them from harm from germs is not always consistently fostered. Younger children settle happily to rest in the sleep room with their choice of cuddly toy. Their sleeping arrangements are fully agreed with their parents with good information about their routines passed over at the daily handovers. Children develop their good understanding of why caring for their teeth is important, as they role play in the dentist's surgery.

Children enjoy a balanced variety of snacks that promotes their good health. They enthusiastically make their choices from the appetising fruit selection. Children enjoy apples, bananas and melons with drinks of sugar-free apple and orange juices. They have fun deciding what shape to choose for their fruit slices to be cut into. Their food is prepared using good food hygiene procedures, as the childminder has attended training. They know why it is important to balance treats such as biscuits with healthier foods. Their dietary needs are known as the childminder records good detailed information from parents.

Children have good, planned opportunities to be physically active each day as the childminder promotes their physical development skills. They confidently use their good large motor skills to propel the swings and climb up the net on the large apparatus. Children proudly show how they can jump high. They make very good attempts to hop on one foot with the childminder's encouragement. Younger children make very good progress with their mobility skills, as they freely explore the garden and learn how to jump on the trampoline. Children's understanding of how being physically active promotes their good health and how their bodies feel after exercise is promoted in planned topics, although not consistently during the daily physical activities.

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

The provision is good.

Children are cared for in a clean, welcoming environment, that has been competently risk assessed by the childminder to promote their safety as they play. They have safe access in the planned activities to a very good range of resources and equipment. Their safety is promoted through the good attention paid to regularly checking and cleaning toys and equipment. Children have good tidy-up routines, although their understanding of how this promotes their safety is not always consistently fostered. Children's safe access to a wider selection of the available resources and sufficient resourced areas to develop their free play ideas is limited, owing to temporary restrictions on developing the existing layout of the premises.

Children are cared for safely as the childminder makes good safety arrangements. Their safe care is promoted through the daily risk assessments and the sharing of the written health and safety policy with their parents. Children's safety in an emergency is given high priority, as the childminder displays fire drill procedures and records the regular fire drills. All children have a good understanding of what to do in an emergency evacuation situation. They accurately describe how to leave safely if the alarm goes off. Their safety on outings is competently managed through the childminder's good risk assessing. Children learn how to be ready to cross roads safely when they go out, as they participate in the traffic lights game. They know that red means stop and green means walk now. Their understanding of safe play is consistently encouraged in all situations. They learn how to use woodwork tools safely. Children know that they need to take great care when using hammers so that they do not hurt their fingers. They remind each other that ovens are dangerous as they help the childminder to make bread.

Children are protected as the childminder has a good knowledge of child protection procedures. The arrangements to protect children are fully shared with their parents, who receive a copy of the written procedures. Their well-being is closely monitored by the childminder through his good understanding of how to be vigilant, what to be aware of, and how to take action if necessary. Children are collected by authorised persons only, as strict password procedures are agreed with their parents. All children know that they stay safe when out and about by remaining within sight of the childminder at all times. Their wider understanding of how to protect themselves if they do not feel safe is not yet fully developed.

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

The provision is good.

Children are confident and secure in their strong relationships with the childminder. They know that the childminder will immediately respond to their eager chat about their ideas, and join in their play. Their developmental learning needs are recorded in their 'All about me' booklets, using detailed parental information. Younger children's progress is closely monitored through the effective use of child development checklists and reference booklets. Their next developmental steps to achieve are planned for by visually observing and assessing their achievements. Younger children access a well planned curriculum based on topics and focussed activities, that the childminder skilfully adapts to meet their developmental needs. They excitedly enjoy exploring the excellent heuristic baskets. Younger children experience the fun of finding out that interesting sounds can be made when they put a metal beater inside a metal container. They happily use their tactile senses to explore the fir cones and fabrics. Younger children become confident in their exploratory play skills, as they are given good time to find out what they can do with items before the childminder interacts. Their very good progress is promoted by the childminder's effective use of the Birth to three matters framework materials.

Younger children persist at their play for good periods of time. They concentrate intently as they eagerly explore in the garden to find mini-beasts. Their language skills are good and they can hold quite detailed conversations. They make good use of their thinking skills as they decide that they should look under the flowers in the garden to find mini-beasts. Younger children can recall the name, chrysalis and know that a butterfly comes out. They are confident in their use of early mathematical skills. Younger children accurately decide if they have one or two

items. They handle tools confidently, as they decide to use their knives to cut a triangle shape in their apple piece. Younger children can persist at their play for good periods of time, as they work out how to shut the lid on the jack-in-a-box and trigger. Their self-help skills are actively encouraged as they confidently take off their coats. They enjoy mark making and creative activities. Younger children eagerly describe their ideas as they create a drawing of daddy with spiky hair. They are mesmerised as they use the science equipment, such as the torches to examine the mini-beasts. Younger children's opportunities to independently develop their free imaginative play are not fully promoted by the temporary layout of the rooms available. They are however, encouraged to develop their exploratory play as the childminder consistently compensates for the restricted use of the rooms, by providing many changes of well-chosen resources throughout the day.

### Nursery Education

The quality of teaching and learning is good. Children receive a well thought out nursery education curriculum, as the childminder has very good detailed planning systems. They enjoy a stimulating range of topics, such as mini-beasts that the childminder expertly breaks down into focussed learning opportunities to promote children's good progress towards the early learning goals. Children's learning is actively promoted through very good direct teaching skills by the childminder. They are consistently encouraged to extend their learning as the childminder uses highly effective questioning skills. Children are encouraged to try to achieve a task before the childminder facilitates their achievement. They are actively encouraged to develop their independence skills as they are praised for trying to put on their shoes and tie the laces. Children are encouraged to learn new vocabulary, as the childminder clearly identifies key words to learn and reinforces their understanding in the activities. They can recall what they have learnt in context exceptionally well, such as the names of the wood-working tools. Children's next steps to learn are identified from the childminder's personal knowledge of what they have achieved. Their targeted learning is not yet fully informed by effectively collating the information from the many written observations made, into the next week's planning.

Children are confident speakers. They enthusiastically chat about their holidays, with good recall about how many times they flew in an aeroplane for a trip to France. Their writing skills are developing well. Older children can write their names with recognisable letters. Children participate in good focussed activities to promote their writing skills. They make marks for a purpose as they measure out and draw the cutting lines in their woodwork activity. Their use of their writing skills is not fully extended within free play opportunities. They can recognise some letters, such as 'a' as they write. Their use of their skills in linking sounds to letters is not fully extended within the opportunities arising in daily activities and play. Children enjoy reading and readily ask for a favourite book such as 'Not now, Bernard' at story-times. Children use number language confidently as they play and learn. They can count accurately in rote to ten and 13, as they measure the segments on the ruler for the cutting points in their wood pieces. Children are exceptionally competent in their understanding of measurement and how to use slide rules. They are given opportunities to use their calculating skills as they work out which piece of wood is thickest, after measuring the width with the childminder. Their practical use of their calculating skills is not always extended within the daily opportunities arising. They can accurately name an exceptionally good range of shapes and colours, such as oval and indigo.

Children use the language of shape in their play, as they spontaneously decide to make circle shapes with their melon slices.

Children have exciting opportunities to learn about the world around them. They enthusiastically decide that they will look under the garden plants and in the grass to find mini-beasts. Children intently observe the mini-beasts with their magnifying glasses. They find out that the snail will eat a leaf, and discuss why the snail needs a shell to act as a house. Children complete the weather board and accurately decide that it is cloudy. Older children know which day of the week it is. They have a good understanding of design as they settle to work out how to construct their mini-beast gliders. Children learn how the weighted piece is a nose, where to fix it and find out if their construction will then fly. They learn about changing properties as they measure out the ingredients to make bread. Children intently watch what happens in the bread-making machine. They develop their skills in using technology, such as the electronic learning games in focussed activities. Children concentrate to use the light pen to activate the talking book and follow the instructions. Their wider use of everyday technology in their free play is not always extended. Children's opportunities to fully develop their free imaginative play ideas through access to a wider selection of resourced areas is not yet fully facilitated. They enjoy being creative and eagerly chat about the colours they chose to paint their spring time butterflies. Children readily use their imaginative ideas to extend their play. They decide to create a man in the moon from the melon pieces. Children enjoy singing and settle happily to use the microphone to sing a favourite song.

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

The provision is good.

Children have good opportunities to learn about their own and others' cultures and traditions. They participate in planned activities to celebrate the feast of St Lucia, Chinese New Year and Divali. They are encouraged to chat about aspects of the countries that they have visited. Their individual needs are discussed in very good detail with their parents. All children are encouraged to achieve their potential, as the childminder places the highest importance on treating every child with equal concern. Children show good care and concern for each other. They are encouraged to help each other as they play. Children have very good self-esteem and proudly chat about their achievements. They are confident in the setting and play equally with each other. Boys and girls share in the woodworking activity and role play domestic tasks, such as polishing. Children are encouraged to care for their environment as the childminder actively encourages their participation in recycling. Children have good opportunities to develop their ideas and make their play choices within the planned activities for the day. This positive approach fosters children's spiritual, moral, social and cultural development.

Children with a special educational need have their needs met, as the childminder closely monitors each child's development. Their needs are competently managed through the childminder's close consultation with their parents about any further advice or support needed. Children's behaviour is managed competently as the childminder effectively uses appropriate strategies. They are guided calmly and consistently to respond to the childminder's expectations of desired behaviours. The arrangements to manage children's behaviour are discussed in detail

with their parents, who receive a copy of the written policy. Their work is celebrated and displayed.

The arrangements for children's care are shared in very good detail with parents, who are given copies of the policies and procedures. The information given about the childcare includes a written complaints policy, with the format to record any complaints. Very good detail about each child's day is shared with parents at the daily handovers. The quality of the childcare is assessed by parents as the childminder actively seeks their comments. Children's care is considered to be outstanding by parents, who praise the invaluable advice, support and stimulating activities that are provided. The parent-partnership is satisfactory, as the childminder is developing strategies to promote the shared learning with parents to support the nursery education. Children's progress is recorded in a well-written report, although the arrangements to report progress to parents and discuss assessments and target setting are not yet fully established. The system to regularly share and collect information about children's achievements to inform the planning to meet each child's next steps to learn, has just commenced during inspection. Information about the curriculum planned for children's learning is not yet shared with parents. Children's participation in topics is shared with parents through requests, such as wearing specific coloured items as they learn their colour names. Their learning is not yet extended through suggesting activities for home-links to facilitate their parents' shared involvement.

## **Organisation**

The organisation is good.

Children settle confidently at the setting as good thought has been given to providing a high quality of care and education. They are cared for by a childminder who is meticulous in ensuring that there is no access to children by non-vetted persons. The good arrangements for children's care are detailed in the comprehensive policies file. Children receive a high level of attention, as the childminder works very effectively with his co-childminder to promote each child's progress. Leadership and management are good. Children make good progress towards the early learning goals through the childminder's effective planning and teaching strategies. The quality of children's learning is good as the quality of the childminder's teaching is monitored regularly, and judged good by the Bay Childminding Network coordinator. The curriculum provided for children is consistently enhanced as the childminder makes very good use of skills and information gained from the regular training courses attended.

The provision for children is regularly assessed by the childminder who has accurately identified strengths and weaknesses. The opportunities for children to freely develop their imaginative play ideas, by providing a wider range of accessible resources and play areas are clearly identified in the childminder's development plan for the premises. The arrangements for children's care include very good practices for the retention of documentation after children have left. All records for registered children are in very good order and fully shared with their parents.

Overall the provision meets the needs of the range of children for whom it provides.

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

The last inspection made recommendations for the childminder to have regard to recording the emergency evacuation practises, and including a statement about handling allegations in the child protection procedure. The arrangements for children's safe care have been improved, as emergency evacuations are recorded. Children are protected as the childminder advises parents what to do if they have a child protection concern.

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

There have been no complaints made to Ofsted since 1 April 2004.

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 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):

- extend children's understanding of how being physically active promotes healthy bodies
- enhance the opportunities for younger children to further develop their curiosity and exploratory skills by extending the range of free play choices made available.

#### **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):

- extend children's practical use of technology resources and their opportunities to write freely during their free play choices
- extend the arrangements for children's access to the curriculum by giving their parents information about the planning, and extend the opportunities for parents to support their children's learning through suggested home-link activities.



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