

Inspection report for early years provision

Unique Reference Number	314293
Inspection date	10 December 2007
Inspector	Dawn Lumb
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 satisfactory. 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 has been registered since 1997. She is registered to care for five children and is currently caring for eight. Children attend on a full time, part time and after school basis. She is accredited to receive nursery education funding. However, she does not currently have any children in receipt of funded early education.

The childminder lives with her family, in Everthorpe, a village in East Yorkshire. The whole of the ground floor is used for childminding, and there is an enclosed front garden for outside play.

The family has a dog and a cat.

The childminder holds a National Vocational Qualification Level 3 in Early Years Care and Education and is a qualified post 16 teacher. She is a member of an approved childminding network and has achieved the Children Come First Quality Charter. She is a member of the National Childminding Association and on the Committee as the treasurer of the East Riding Childminder's Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in an adequately clean home environment. The childminder adopts effective procedures and promotes good practice to prevent the spread of infection and minimise the risk to children's health. For example, hand wipes are taken to be used when the childminder visits other settings to ensure the children's hands are clean before eating. Arrangements for administering medication successfully meet requirements and protect children. However, she does not have a current first aid certificate; this is a breach in regulation in National Standard 7. Children are not at risk as the childminder is fully aware of what action she needs to take.

Children's lunch is provided by the parents; the childminder works well alongside parents so that parents' preferences and children's dietary needs are well met. Children benefit from a well balanced, nutritious diet, which includes a variety of fruits for snack, as well as drinks throughout the day. Children's knowledge and understanding of a healthy lifestyle is successfully supported through everyday routines.

The children's day is very well planned and includes regular opportunities for their individual physical development. For example, visits to local childcare groups and access to equipment for climbing and balancing promotes their physical well-being. They enjoy completing collage pictures; such activities enable the children to practise and develop their fine motor skills and control. For example, they use pincer grasp to pick up the paper pieces and learn to use glue sticks that helps to develop hand control and spatial awareness.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and comfortable home. Children have adequate space to move easily within the indoor areas and have good opportunities to safely make independent choice with regards to selecting play activities. They easily select toys from a good range, and the childminder's vigilant approach ensures that they are appropriate to their age and stage of development.

The childminder understands her responsibilities to assess any risks and takes good action. For example, rigorous fire safety procedures and documentation support the practice. High regard is given to ensure all children that attend complete a fire evacuation; this includes children that only attend in the holidays. Smoke detectors are maintained and regularly checked.

The children develop a good awareness of their own personal safety through the childminder extending their opportunities and activities. For example, children learn about road safety and talk about crossing the road safely.

Children are protected from harm through the childminder's good levels of supervision. She sensitively supports and monitors the children within her care. The childminder has a good awareness of child protection procedures. For example, she ensures students hold a Criminal Records Bureau disclosure and implements the use of a visitor's book to record people who visit.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are well settled and very happy. They have access to a very good, well balanced range of toys and equipment, which help them make very good progress in their learning. Children enjoy a stimulating and interesting range of activities and opportunities both indoors and outdoors. They are sensitively supported and encouraged to flourish and further develop. The childminder makes learning fun and uses everyday opportunities to enhance their play and development. Many creative activities, which are fun experiences, are undertaken. For example, making paper snowflakes and paper chains for Christmas.

Children are learning and developing through very good interaction from the childminder, which leads to children making significant progress. Skilful questioning techniques and an ability to motivate and interest children encourage them to take an active part in everyday play and learning.

Children develop their fine motor skills as they use scissors to cut out snowflake doilies. The childminder provides a very good range of activities for all children. She has attended 'Birth to three matters' training and plans activities for children alongside the framework. The childminder is enthusiastic and committed to providing activities that promote all-round learning and development. For example, children enjoy researching activities and the childminder further promotes learning by using an excellent range of books that are available. The childminder asks open ended questions and responds to children's needs well. She praises and encourages children's achievements and supports them appropriately. The childminder promotes children's learning and development extremely well through very good observation and excellent record keeping systems that identify the next steps in children's learning and enable the childminder to extend their play opportunities in line with the next stages.

Nursery education

The quality of teaching and learning is satisfactory. The childminder states that she plans activities for children on a long, medium and short term basis in line with the 'Curriculum guidance for the foundation stage'. She explains how she plans appropriate activities to ensure all areas of learning are covered. From discussion and written plans the childminder shows how she focuses on an area of learning, for example, making and designing, and runs activities alongside a theme. From discussions it is clear the childminder records children's achievements

along the stepping stones to the early learning goals by observational assessments, and has reflected on her practice.

From plans of activities the childminder shows how she promotes learning opportunities. For example, children are encouraged to have independence and select resources to enable them to carry out activities. They are encouraged to show care and concern for living things and the environment. For example, they talk about feeding the birds and make bird feeders. The childminder explains how communication language and literacy is promoted through visits to the library to look at books. The childminder discusses how children engage in activities requiring hand-eye coordination and they use one handed tools and equipment. The childminder explains that children are involved in activities that enable them to write their own name and learn to recognise their name and letters in their name. For example, they use a self-registration system. The childminder demonstrated how mathematical development is promoted through matching games, number displays and everyday life experiences, such as action rhymes.

The childminder discussed how children are encouraged to explore and investigate why things happen and how they work. From discussion, the childminder demonstrates that children are encouraged to show an interest in information and communication technology and have access to a computer. They are encouraged to gain an awareness of other cultures and festivals, For example, the Jewish Hanukah and Hindu celebrations. The childminder explains how children are encouraged to move in a range of ways, using dance and music. From discussion and written plans the childminder shows how she encourages children to be creative and explore a range of senses and use an exciting range of materials.

Helping children make a positive contribution

The provision is outstanding.

Children develop a positive attitude and a very good understanding of their local community and wider world because they access interesting and stimulating activities and very well planned opportunities that increase their awareness of diversity. For example, the childminder talks to the children about people in other countries, the climate and the weather. They use a weather chart and first hand experiences, which promotes their understanding of caring and growth patterns. They are encouraged to learn about the environment and the importance of recycling as they visit the bottle banks and talk about what happens to the bottles and why they need to be taken there.

The childminder has a good understanding of how to support children with learning difficulties and disabilities. Children's spiritual, moral, social and cultural development is fostered. The childminder effectively uses the children's own play experiences to promote their understanding of respect for others. She very successfully uses the local amenities and plans play opportunities to build on children's social and emotional skills. For example, they visit playgroups and libraries and learn about taking turns and sharing. She uses a range of good strategies to encourage children to behave appropriately. For example, children are encouraged to be kind to each other and sticker systems reward their efforts. The childminder has a positive attitude towards diversity and uses an excellent range of books and resources very well within her planned play opportunities to heighten children's knowledge and understanding.

Children are valued and respected and there is a high commitment to ensuring that all children feel secure and are included. They receive positive praise and encouragement; the childminder promotes their achievements. For example, children's work is displayed to promote a sense of worth and belonging. The childminder is skilful in her awareness of when and how to support the children and activities are well adapted to ensure all children are able to participate. The childminder talks to the children in a warm, caring manner and is skilful in encouraging good behaviour. For example, she has a good awareness of how to motivate and stimulate children to promote their interest. They behave very well and are beginning to understand rules and boundaries that are in place within the home. For example, they are encouraged to tidy up after themselves, they know to take their shoes off and hang their coats up when they arrive, and to put their name on the signing in board. This gives them a sense of responsibility and encourages self discipline.

The childminder promotes a very positive attitude to working with parents. Children and parents benefit from the childminder's exceptional knowledge and support of their individual and personal needs. Children benefit from highly effective information sharing with parents. For example, an abundance of written information and informative feedback through daily verbal communication, children's personal diaries, observations, profiles and newsletters. Photographs of children taking part in activities are emailed to parents who have access to a computer. The childminder gives high regard to the importance of evaluating the provision. For example, she uses tear off comment slips for parents to have the opportunity to give further information and their views.

Partnership with parents and carers who receive the nursery education is satisfactory. From discussions and some documentation it is apparent the childminder shares children's achievements and assessment records with parents on a regular basis. Parents are involved in children's learning and regular newsletters ensure they are up to date with the topic and area of learning that the childminder is covering.

Organisation

The organisation is good.

Children benefit from a child orientated home and children's care and learning is significantly enhanced by very good organisation. Space and resources are organised to allow children to access a very broad and balanced range of toys, resources, activities and experiences. The childminder has high regard for the wellbeing of the children in her care and works very closely with the parents to ensure this. Parents are made to feel welcome and receive verbal communication and diaries about their child's progress, achievements and daily routines.

From discussions and documentation it is evident the childminder has a clear understanding of the stepping stones to the early learning goals. She is committed to ongoing training to ensure she has the required knowledge and understanding of how to deliver good quality learning in line with the 'Curriculum guidance for the foundation stage'. Discussion identified that the childminder has some understanding of the 'Early Years Foundation Stage' and the importance of attending current training to further develop knowledge. Planning suggests that all areas of learning are covered well and that children receive a broad and balanced range of activities which helps them progress.

Students on placement from the local college are well organised by the childminder and actively involved with the children's play. An abundance of written information, including all the relevant and required paperwork, is in place and very effectively organised, maintained and kept in a confidential manner. All policies, procedures and documentation are robust and fully support the very good practice of a knowledgeable and skilled childminder. She gives her priority to promoting children's well-being and supporting all the children to develop their potential.

The childminder always strives for further improvement through evaluated and reflective practice. She is very proactive and committed to training and enthusiastically puts into practice what she has learnt. Children's needs are successfully supported through excellent consideration and routines.

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

Improvements since the last inspection

The last inspection raised recommendations in regards to safety and health. A fire blanket is accessible in the kitchen, the exit doors are secure and easily exited, and the staircase is safe and secure. The childminder has successfully addressed the safety concerns and these promote the children's welfare and safety. However, the renewal and attendance of an appropriate first aid course has not been completed.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- complete a first aid course which includes first aid for infants and young children.

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):

- continue to develop knowledge and understanding of the Early Years Foundation Stage (also applies to care).

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