

Inspection report for early years provision

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<b>Unique Reference Number</b>	158915
<b>Inspection date</b>	18 March 2008
<b>Inspector</b>	Jenny Kane
<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 outstanding. 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 was registered in 2001. She lives with her husband and two school age children in the Willesborough area of Ashford. All areas of the premises are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding six children aged between one and eight years. She is a member of the Mid Kent Children Come First childminding network and currently provides funded early education for three and four-year-olds.

School, pre-school, toddler group, shops, and parks are within walking distance. The childminder supports children who speak English as an additional language. She attends the local childminder support group and is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children are cared for in warm and welcoming premises that are maintained to very good standards of hygiene. Parents bring most of their children's food, which is stored suitably until mealtimes. The childminder has a very good understanding of nutrition and food hygiene. She is proactive regarding healthy eating and works with parents to provide a healthy diet for the children, taking into account any specific needs. Meal times are a sociable occasion with children sitting together at the table. Children like to help, for example clearing away and washing-up. They help themselves independently to drinks using their own mugs and containers.

The childminder promotes the health of children by providing very good opportunities for physical play in the garden and during a variety of outings and trips. Children enjoy going to the local parks where they can use the large play equipment. They walk to and from school daily and know that walking helps them to stay healthy. The childminder encourages children to learn about their own physical health and personal hygiene routines. For example, when children come in from the garden they go and wash their hands and understand this is to 'wash away the germs'. The childminder reinforces good hygiene through her excellent practice and example. There are very good arrangements for nappy changing, she cleans the table before lunch using anti-bacterial spray and she washes her hands frequently. Children do not attend if they are ill because the childminder is clear about her sick child policy. This helps to prevent the spread of infection and ensures the well-being of all the children.

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

The provision is outstanding.

Children play in an environment, which is bright and stimulating. There is plenty of safe space and as result, children move about freely and confidently. A very good range of toys and equipment is readily available for the children. They freely choose what they play with from the boxes and containers. This is because the play area is inviting and the childminder sets out the resources attractively. This results in excellent self-selection, encourages independence and meets children's developing needs.

The childminder has excellent awareness of her responsibilities to ensure children's safety. She checks all areas before use for hazards thus reducing the risk to children and ensuring a safe and secure environment. Play materials are in very good condition and the childminder encourages children to understand about their own safety when playing. For example, she explains to an older child the need to wait to play with the marbles until later because they are too small for the younger children. Children safely access the garden and use this area in most weathers. They enjoy playing outside in the fresh air and run about safely choosing things to play with from the playhouse.

There are good procedures to promote children's safety on outings and the childminder informs parents where the children are going. She carries with her, first aid supplies and information about the children in her care. In addition, she prepares well and plans trips carefully, for

example reducing numbers for swimming or going on joint outings with other local childminders. Children learn about their own safety, for example one child relates that when they went swimming they needed to wear armbands and goggles.

The childminder's knowledge of child protection is very good. She has a written policy which is in line the Local Safeguarding Children Board procedures. It is clear, well produced and shared with parents. Her excellent understanding of her role and responsibilities ensures she safeguards and promotes children's welfare.

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

The provision is outstanding.

Children are happy, settled and make themselves at home in the childminder's care. They enjoy a very good range of interesting activities, which fully support their developing needs. Children enjoy their play because the childminder puts a lot of thought and planning into the organisation of activities. She plans a routine, which is fun as well as educational. As a result, activities provide suitable challenges for children of all ages. For example, during painting, all children sit together at the table and whilst the younger children use large brushes and their hands, the older child squeezes out the paints, going on to identify the colours and mixing them to make different shades. The child then finds a car, and starts to make tracks on the paper and says, 'I'm making a road.' The childminder extends the activity by discussing collecting boxes to make models of cars.

The childminder is fully implementing the Birth to three matters framework into her service. This is beneficial to the younger children in her care. She has a sound understanding of child development and as a result, children under three years of age receive very good individual support and encouragement. Every child has a development folder in which she records a very good amount of information, samples of work and photographs. Parents look at these on a regular basis and this means they have a permanent written record of their children's progress and achievements. It also ensures that parents are fully involved with their children's care.

### **Nursery Education**

The quality of teaching and learning is outstanding. Children are making good progress across the six areas of learning because the childminder has an excellent knowledge of the Foundation Stage and the early learning goals. She fully understands how to introduce all areas of learning into an activity to extend children's learning. The childminder is committed to providing quality care and education for all children. She does this by planning, monitoring and evaluating the activities she provides to ensure they are suitable for all ages and capabilities. The written plans are clear, very well organised and based on topics and themes. The plans, developmental records and ongoing assessments are of high quality and shared with parents. The childminder is keen to share her knowledge with parents and this ensures that they are fully involved in their children's education and are able to continue their learning at home.

Children's personal, social and emotional development is very good. They show independence by taking themselves to the toilet, helping at meal times and clearing away the toys after play. Children confidently talk about home experiences and remember making mother's day cards,

which they took home. Children spend a very good amount of their time interacting with the childminder. Consequently, they have built strong and positive attachments to her. Children also have a good rapport with their peers and play well together. They learn to share and work together with the younger children learning social skills from the older children. For instance, children ask to go into the garden and one child gets their shoes and coat for themselves and the younger children follow their example.

Children have good opportunities to use mathematics during activities and the daily routine. They discuss number, shape and size when using the building bricks and train set. They discover that by fixing the track using curved pieces they can form a circuit for the trains. During painting children discuss the feel and colour of the paints. They use their problem solving skills when playing the marble run game. Children work together adding smaller and larger pieces deciding how to make one side higher so the marble can run down.

Children's communication, language and literacy skills are successfully encouraged by the childminder. She has a very good awareness of the importance of open-ended questions. For example, when looking at books she asks children 'what does it look like?' and gives them time to think and respond. Consequently, all children are clear and confident communicators. When they arrive children enjoy self-registering by finding their laminated name label and attaching it to the poster on the wall. This is a fun way to learn about name recognition and helps develop children's literacy.

Children demonstrate their creativity through activities such as dancing to music and role-play. They enjoy acting out scenarios, for example one child playing with the tea set pretends to make a drink while another dresses the dolls. Children also like to make up imaginative games and enjoy making camps and tents. An older child uses good imagination on discovery of a torch and turns it on, showing the younger children how it works. They then investigate the under stairs toy cupboard exclaiming, 'I've found a car in here.' The others join in until they are all in the cupboard amid a lot of happy laughter.

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

The provision is outstanding.

The childminder fosters children's spiritual, moral, social and cultural development. She treats children with concern and as individuals with their own particular needs and preferences. This ensures children feel secure and have good self-esteem. The childminder is fully committed to her policy of inclusion. Although she does not currently care for children with a learning difficulty or with disabilities, she has a good experience and is 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. Children have access to a very good range of play materials which reflect disability and positive images. Children have access to the computer and use various programmes suitable for their age. Older children are encouraged to use information technology to look up information about topics and extend their ideas. For example, they are currently looking at maps of the local area. The childminder regularly discusses the children's individual needs with

parents, to ensure she meets any specific requirements. Children benefit from routines, which are consistent with their experiences at home.

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. For example, when two children want the same toy she diverts them by suggesting another activity. Children benefit from clear boundaries and the older children have made a list of ground rules, which is displayed on the wall. The childminder ensures children are meaningfully occupied and engaged in their play. Consequently, their behaviour is good.

Partnership with parents is outstanding. The childminder has established excellent relationships with the parents. Her written policies and procedures are of a high standard, clearly state and reflect the service offered and parents have their own copy. She shares information about the children's care and development, listening to and respecting parent's views and wishes. Parents share relevant information about their children during daily discussions and written information. Children greatly benefit from this two-way sharing of information, which ensures the childminder and the parents work closely to meet the needs of individual children. All parents receive good quality, well-produced information about the care and education which she provides. Information about the Foundation Stage curriculum and the six areas of learning is readily available for parents. This ensures that they play a role in their children's care and learning.

## **Organisation**

The organisation is outstanding.

Children benefit from being cared for in a well-organised environment where the childminder organises her time effectively. The childminder cares for a mix of ages but manages to provide good routine, enabling children to receive plenty of attention while they are in her care. She has activities prepared and is ready for children when they arrive. A very good range of activities indoors, in the garden and regular outings helps the childminder meet the developing needs of all the children.

All mandatory records and documents are in place, kept confidentially and are very well organised. All documents about her registration are readily available to parents. Many, for example the registration certificate and her information folders, are displayed prominently. Children's records are maintained professionally and securely and shared with parents.

The childminder has an excellent commitment to her own development and continues to improve her practice through attending the local network childminding group. She has a professional approach, which provides children with continuity and stability. For example, she has an effective system in place for emergency cover and back-up support with other childminders. Through the support of other childminders and the network coordinator, she is able to monitor and evaluate her service including the care and education. The childminder meets the needs of the range of children for whom she provides.

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

Since the last inspection in 2005, the childminder has followed the two previous recommendations. She has developed the written information about her service and this ensures parents have a good amount of information. She has obtained written permissions from parents for administering medication and this ensures she has all the relevant information to meet their children's health needs.

### **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.

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

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The quality and standards of the care are outstanding. 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**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **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)