



Inspection report for early years provision

<b>Unique Reference Number</b>	111533
<b>Inspection date</b>	22 February 2006
<b>Inspector</b>	Michelle Ann Parham
<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 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 1996. She works in partnership with her husband who is also a registered childminder. She is registered to provide care for 6 children under 8 years and when working in partnership with her husband they may care for a maximum number of 9 children under 8 years of age. Currently the childminder and her husband provide care for 13 children on a part-time basis.

The childminder lives with her husband and 2 children aged over 8 years.

They live in a house in Rowner, Gosport, which is within walking distance to schools, shops, parks and pre-schools. All areas of the property are used for childminding with the exception

of the small bedroom. There is a fully enclosed garden available for outside play. The family have pet fish.

The childminder attends local children's groups and is a member of the National Childminding Association. She supports children with special educational needs and holds an NVQ3 in Early Years Care and Education. She is a member of an approved childminding network and is in receipt of funding for nursery education for 3 and 4-year-olds. There are currently no children on roll who receive funding for nursery education at this time.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The childminder's home is comfortable and suitable for use. Children are encouraged to follow good hygiene procedures, such as washing hands after using the toilet and before meals. There is a step provided in the bathroom to enable smaller children to access the sink and toilet independently. There are also children's wipes, hand wash, disposable towels and a hygiene poster in place. These measures help the children gain an increased understanding of good health and hygiene, and prevent cross contamination.

The childminder has all documentation in place to ensure children's routines are met and their individual health and dietary needs are identified. A menu is displayed in the kitchen area and the childminder offers healthy home cooked meals such as cheesy pasta bake, cottage pie, toad in the hole, yoghurts and fresh fruit. Fresh drinks are available for the children and they have a choice of juice, milk or water. As a result children have their dietary needs effectively met and receive wholesome meals and snacks at the setting which ensures they do not become tired, hungry and de-hydrated.

The childminder has a current first aid qualification and well maintained first aid kit which ensures children's accidents and illness will be dealt with effectively.

Children access physical play in the rear garden and are able to use a variety of equipment such as a sand pit, bats and balls and sit and ride toys. The childminder often visits local parks and soft play areas such as Fun City. They also regularly attend a local childminder group where they undertake music and movement, small world play and art and craft activities, use larger equipment such as the climbing frame and other sit and ride toys. These good opportunities for physical play ensure the children receive regular fresh air and exercise, help develop co-ordination, balance and fine motor skills.

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

The provision is good.

The childminder has good procedures in place for ensuring the supervision of children when on outings. For example, they talk about road safety and finding a safe place to cross, children are appropriately restrained in the car with seat belts and individual car seats, topics have also

been undertaken to cover stranger danger. These measures ensure children are safe and gain a good understanding of dangers outside the home and how to cross the road safely.

The children benefit from a secure and safe environment where all risks have been identified and minimised. Chemicals, electric sockets, plastic bags and sharp implements are inaccessible to the children and stair gates are used to prevent children accessing areas unaccompanied. The childminder works in partnership with her spouse which ensures children have good levels of supervision during their time at the setting.

Children independently select resources, which are of good quality and meet safety standards. Equipment is appropriate and safe for the age and stage of development and is monitored well when in use, by the childminder.

Children are well protected because the childminder has attended further child protection training. She has the required documentation and procedures to ensure children's welfare and a good knowledge and understanding of signs and symptoms that could cause concern. She is clear of her responsibility to act upon any concerns noted and of the relevant agency to contact.

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

The provision is good.

Children are becoming skilful communicators because the childminder has good interpersonal skills. She interacts extremely well with the children, repeating and pronouncing words correctly to encourage language development for younger children and offering praise, encouragement, support and guidance during free play and activities. The children are becoming competent learners because they have a good selection of resources and activities that provide interest, fun and stimulation. They enjoy imaginative play with the dressing up clothes, pretending to be doctors and fire fighters and construction with Duplo. Younger children learn and explore with shape sorters and interactive musical toys. The resources are stored effectively in the playroom. Subsequently children are able to initiate their own choice of play which develops responsibility and independence. They also attend a local children's group on a regular basis which offers opportunity to engage in large group activities such as singing, art and craft and trips out into the community. Therefore further developing their social skills and understanding of the world around them.

Children are happy in the home with the childminder and their peers. They confidently join in play and activities and interact well which evidences how they feel secure and relaxed. The childminder makes good use of the Birth to three matters framework to promote competent learners, skilful communicators, healthy and strong children.

### **Nursery Education**

The quality of teaching and learning is satisfactory. The childminder has an understanding of the Foundation Stage for children's learning and curriculum planning is linked to the stepping stones. The planning is for individual children and activities are adapted to ensure all children can participate. However, progress records do not inform future planning of activities to ensure further development and identify next steps. The childminder uses an assessment checklist

completed by parents as a basis from where she can plan for activities that will stimulate and interest the child. This enables her to provide a range of activities designed to challenge and develop the children effectively.

The childminder plans the week, using some activities offered outside the home at the children's group to incorporate the six areas of learning. She reviews plans and progress records to ensure stepping stones have been covered and children receive a balanced programme. Activities are evaluated and monitored and the childminder receives support from the local network co-ordinator with regard to improvement and changes in practice. Children have opportunity to participate in a balanced programme of activities which help to promote learning in all areas.

Children are able to develop good relationships with adults and their peers. Children have opportunities to begin to understand the needs of others, through celebrating festivals, food tasting and activities and resources that promote other cultures. They undertake topics such as me, myself and I which encourages thinking about growth and differences.

Children are able to use everyday technology and develop their basic computer skills as the childminder has a laptop which the children can use. Small world figures, tills and kitchen equipment in role play, dressing up clothes, musical instruments and art and craft activities such as junk modelling foster imagination and creativity. Therefore enabling the children to express themselves and use their own ideas. The children are able to develop an understanding of the world around them through a wide range of practical activities, for example, looking at features on school runs such as daffodils, trips to the harbour, train station, insect hunts, bus rides and growing cress and bulbs for Mothers Day. Children are able to use a wide selection of materials and equipment during their time with the childminder, helping to develop their fine and gross motor skills.

Children are able to learn to calculate, count and recognise numerals in everyday situations such as counting boats in the harbour or cars outside the home. However, there are few planned activities for children to compare size and measure. There are a number of planned activities to develop communication, however limited opportunities to develop writing skills through a range of practical activities or having free access to writing materials at all times.

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

The provision is good.

Children are developing a strong sense of themselves because the childminder values them as individuals. She has a good understanding of equal opportunities and awareness of special needs. Children develop a positive attitude towards others and learn about the wider world and community because the childminder has dressing up clothes, ethnic dolls, books, puzzles and musical instruments. The children try new foods and tastes, for example Chinese sweet and sour and Indian cuisine. They learn about their local community and environment as they go on outings to Stanley Park, the harbour or on bus and train journeys. All children are included and can access the range of toys and activities. They are encouraged to value each other, which helps children feel important and gain respect for others.

Children's behaviour is good in the setting. They learn acceptable behaviour because the childminder interacts very well with them. There is a behaviour policy in place which is shared with parents and she uses positive techniques such as praise and encouragement, distraction and an occasional time out with explanation as to why behaviour may be unacceptable. Effective behaviour management techniques help the children learn right from wrong, they respond to gentle reminders such as don't throw or not to snatch, and are encouraged to share and take turns. Unwanted behaviour is discussed with parents and recorded to ensure a consistent approach. Children behave well because they are occupied and know what is expected from them, they are praised, given cuddles and lots of smiles by the childminder which fosters self-esteem and encourages good behaviour.

Parents are informed about the setting because the childminder has a comprehensive portfolio in place outlining her practice and policies. However the complaints procedure has not been extended to cover new regulations and the complaints log is not currently in a format that is available for parents to view on request. Home diaries are used for younger children to share information and develop good channels of communication. Parents are made welcome into the setting to discuss children's individual needs and a parent assessment checklist is completed prior to children starting. This ensures children's needs and individual requirements are fully addressed and they receive appropriate care and support.

Partnership with parents is satisfactory. Children in receipt of nursery education have individual progress records and parents receive a termly report on their development. Curriculum planning is shared with parents via a regular newsletter. Therefore parents know which themes or activities the children will be covering, helping them to become involved in their children's learning and promoting consistent links with home. The childminder ensures the children's spiritual, moral, social and cultural development is fostered through a range of practical activities and general work practice.

## **Organisation**

The organisation is good.

Children are occupied throughout their time at the setting, because the childminder organises her time, activities and resources effectively. A separate playroom provides an organised and welcoming environment for the children and parents. Routines meet the individual needs of the children attending. Children's health, safety and well-being are promoted well because the required documentation is in place and up-to-date. Most documentation is shared and signed by parents. Children experience a well-organised, overall safe, secure and stimulating environment, where they are protected by sound procedures, which are undertaken effectively by the childminder. She undertakes further training on a regular basis to enhance her professional development and has a clear understanding of the requirements of her registration, overall maintaining standards well. The childminder meets the needs of the range of children for whom she provides.

The leadership and management of the nursery education is satisfactory. The childminder liaises with the co-ordinator from the accredited network to ensure her practice is monitored, updated and reviewed effectively.

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

At the last inspection the childminder was required to review the procedure for the safe arrival and collection of children. The childminder now ensures the front door is kept locked whilst minded children are present which improves safety and security of the children and prevents unannounced visitors entry to the premises.

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

There are no complaints to report 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):

- further develop complaints procedure in line with new regulation and ensure complaints log is available to parents on request.

#### **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 opportunities for children to develop their writing skills through a range of planned activities and free-play
- provide practical activities for children to find out about measuring and comparing size
- use children's individual progress records to inform future planning of purposeful activities to further learning and development.

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