



Inspection report for early years provision

<b>Unique Reference Number</b>	308348
<b>Inspection date</b>	12 June 2006
<b>Inspector</b>	Ferroza Saiyed
<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. She lives with her husband, who is also a registered childminder, and their 13-year-old son in Blackpool in the county of Lancashire. The whole ground floor of the childminder's house and a first floor bedroom are used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. She attends the local toddler groups, takes children to the local library and to the local park.

The childminder is registered to care for six children at any one time and there are 22 children on-roll, all of whom attend on a part-time basis; of these, five children receive funding for nursery education. The facility supports children with learning difficulties and / or disabilities and there no children for whom English is an additional language.

She is a member of the National Childminding Association and an accredited member of the Oak Tree Network in Blackpool.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are healthy because the childminder promotes good hygiene practices. She follows good hygiene procedures; for example, by wiping down the nappy changing mat with antibacterial spray after each change and using disposable gloves to clean up blood. She also ensures that children have individual wipes for their hands and faces and individual bedding for sleep times. This helps to prevent the spread of infection. Children understand the importance of good hygiene as the childminder explains, they need to clean their hands to wash off the germs.

Children understand the importance of healthy eating as they enjoy a balanced and nutritious diet of home cooked meals and snacks. These include shepherds pie, casseroles, pasta bakes, yogurts and fruit. The children also have regular access to drinks throughout the day. This aids the development of both physical and mental growth.

The rear garden is secure, enclosed and laid with an all weather grass surface. As a result, children benefit from fresh air and exercise on a daily basis. Children enjoy and delight in physical outdoor activities. They take pleasure in playing badminton and football. They practice their skills with most children being competent and skilful. The children show good control of their movements as they ride their bikes stopping, starting and changing direction, balance on a low beam and play hopscotch. Children learn about some changes to their bodies, one child asked another child when he was rubbing his eyes 'are you tired?' They also recognise the need to wear a hat when it is sunny. They practice their fine motor skills as they use small tools, rolling pins, cutters, pens, and cut around shapes with increasing control. As well as playing in the garden, children enjoy picnics in the park, visits to the zoo, a theme park and the beach. This promotes their physical development and contributes to their good health.

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

The provision is good.

Children feel secure and at ease because, they are cared for in a warm and welcoming environment. Examples of their artwork and photographs of them are at play are displayed on the walls. The children move freely between the resources in the play room which encourages their sense of independence. Children happily select activities from the accessible and wide of range of toys and equipment, which meet safety standards. These are regularly monitored by the childminder to make sure that they are safe and appropriate to the children's age and stage of development.

Children are kept safe and secure because the childminder has taken steps to ensure the children's safety both inside and outside the home. As well as supervising children at all times, she has all the necessary health and safety equipment, such as smoke alarms and stair gates in

place. The childminder helps children to understand how to keep themselves safe; for example, by teaching them how to cross the road safely and practising the emergency evacuation procedures with them.

Children's welfare is safeguarded because the childminder has a good understanding of child protection issues. For example, she is alert to the signs and symptoms of abuse and knows the procedures to follow if she has concerns about the well-being of a child in her care.

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

The provision is good.

Children enter the setting eagerly as they greet the childminder and friends. They go off to play confidently. They demonstrate good independent learning skills. They enjoy creative play, they write, they draw and paint as they begin to form relationships and make friends. They are developing good imaginative skills as they enjoy the pirate ship. They actively respond in group-time contributing their ideas facilitated by the childminder questioning; for example, they share news about the weekend's football game. Their curiosity and eagerness to play and learn is fostered through the organised provision of choices and the enjoyable focused activities. The childminder support children well during activities and places herself at the table and on the floor. Positive interaction is evident as children approach the childminder with confidence and the childminder shows genuine care, helping children to feel good about themselves. Children concentrate and are interested in what is available.

The younger children are becoming competent learners as they are listened to and enjoy good social relationships with the childminder and other children. They are supported as they play with activities provided at different levels to ensure their full participation. Their physical development is promoted by allowing them space to crawl around and using push along toys as an aid when they are trying to walk. However, there are limited opportunities for them to explore a range of natural items and different textures. Children make good progress as the childminder is developing her understanding of the Curriculum guidance for the Foundation Stage and the introduction of the Birth to three matters framework.

### **Nursery Education.**

The quality of teaching and children's learning is good. Children are progressing adequately in all areas of learning. They show an interest in activities and have good attitudes to learning. Children enjoy the setting and the activities on offer. They are developing good relationships with each other and show concern and respect for both peers. The childminder has written plans available, however, it is not sufficient enough to confirm that the children receive a broad, balanced range of experiences. The childminder is not sufficiently confident to use the information from observations about what children already know to develop and extend learning opportunities for the differing abilities of the children. As a result, children's learning opportunities are not maximised at all times.

Children are motivated and interested as they delight in making choices about their play. They enter willingly and seek out activities to take part in. They remain focussed as they sit at the table playing with the play dough, or engaging in imaginary play, they make a scene with little

people and pretend to fight with the swords. They understand turn taking as they wait for their turn, use the cutter and kick the ball in the football net. They are becoming independent as they manage their own personal needs; they wash their hands and put their shoes on for outdoor play. Children enjoy positive relationships as they play purposefully and approach the childminder with confidence.

Children ask who, why and what questions of the childminder and other children. They speak clearly and are easily understood as they talk about their play. They listen attentively to stories and understand stories have a sequence with a beginning, middle and end. Children delight in accessing books; for example, one child pretended to read to the inspector their favourite book. They enjoy ascribing meaning to marks and practice writing their names on their work, with some children nearly forming letters correctly.

Children are very confident in their use of mathematical language as they describe bigger than, smaller than and use positional language as they talk about being under, over and behind. They use numbers readily in their play and can count to 10 and some beyond. Children use their creative skills as they free paint and engage in colour mixing and play with play dough. They readily show off their creation of 'Aliens' to the inspector. They recognise a variety of colours and readily name these during their play. Children do explore and make free choice from the activities and resources set out through the continuous provision. Children develop a sense of community and a sense of time and place as they learn about different cultures and family lifestyles.

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

The provision is good.

The childminder offers a good induction period, which is devised to meet the needs of individual children. Parents visit a few times with their child before leaving the child on their own. To help them feel at ease she encourages them to bring any comforters from home. Parents are welcome to telephone the childminder to see how their child is settling in. As a result, good relationships are established and children feel secure and settle in well. Children gain a sense of belonging as they each have an individual, labelled drawer containing their possessions. For example, change of clothes, hairbrushes, dummies and nappies.

Children gain a positive understanding of diversity and the world around them through a selection of meaningful activities, such as celebrating Easter, Diwali and covering topics such as Egypt. They gain further understanding through access to a selection of appropriate resources, which include multicultural dolls, play figures with disabilities, books and puppets.

Positive behaviour from children; for example, through taking turns and sharing is rewarded through praise, the use of gold star stickers and occasional treats, such as raisins and grapes. This raises their self-esteem and re-enforces the positive behaviour. Unwanted behaviour is managed in an age-appropriate manner; for example, allowing the child time away from the situation, to calm down and explaining why the behaviour is not acceptable. Children are learning to take responsibility for their own behaviour because the childminder follows positive and appropriate strategies for helping children to learn to manage their behaviour, such as the use of praise to reinforce good behaviour and because the childminder acts as a good role model.

They use manners, which are actively encouraged by the childminder at every opportunity, and act courteously towards their peers, adults, and visitors.

Partnership with parents and carers is good. Children clearly benefit from strong relationships between parents and the childminder, who works extremely well with parents, by sharing information verbally. Development folders store children's artwork and some assessment records are completed, however, children's learning potential is not sufficiently enhanced as the childminder does not provide home-link opportunities where parents contribute their assessment of children's learning at home. The childminder meets with parents informally to share progress.

Children's spiritual, moral, social and cultural development is fostered. They enjoy positive relationships with each other and the childminder. They play purposefully together, approach the childminder with confidence and are sensitive to other's needs; for example, they help and support each other during play. They are learning about the community and other cultures as they engage in activities to promote their understanding.

### **Organisation**

The organisation is good.

The childminder has all regulatory documentation in place, which is well maintained and up-to-date. Children feel secure and settled within a well-organised environment. There are effective and clear policies in place to promote children's learning and development as well as their welfare. Confidentiality is acknowledged and maintained.

Leadership and management is good. The childminder is committed and is continually looking at areas of development to ensure that all children are provided with good quality care and education. The organisation of the setting is effective with room for children to move freely and self-select resources. The childminder has an informal routine in place, which is based on the children's needs, thus enabling them to gain maximum enjoyment from activities provided. However, the system of monitoring and assessment of children is weak and therefore requires enhancement to ensure that plans for the next steps in the children's learning are effective. The childminder is proactive in improving her service by attending childcare courses and looking to develop her childcare skills to further meet the needs of all children.

Overall, the setting meets the needs of the children who attend.

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

At the last inspection the childminder was asked to ensure that parents' written consent to seek emergency medical advice or treatment is obtained, and ensure that the complaints policy includes the Ofsted contact details for parents.

The relevant parental permissions are now in place and the complaints policy has Ofsted's contact details. As a result, of these recommendations being addressed, the children's overall security and well-being has been enhanced.

## **Complaints since the last inspection**

There are no complaints to report.

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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### **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):

- enhance opportunities for babies to experience a range of different textures which include natural items.

#### **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):

- improve the assessment of individual children and the evaluation of activities to ensure the link with the stepping stones is reflected in future planning to meet their individual needs
- ensure parents are fully informed of children's assessment and progress records.

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