

Bailey Tracy

Inspection report for early years provision

Unique Reference Number	221455
Inspection date	14 March 2007
Inspector	Carol Mansell

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 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.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 1988. She lives with her husband and two children aged 17 years and 11 years in Finedon, Northamptonshire. The whole ground floor, and the bathroom of the childminder's house are used for childminding and 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 and is currently minding six children under five part-time and two children over five before and after school. The childminder drives and walks to local schools to take and collect children. The childminder attends a variety of local groups. The family has three dogs, a cat, two canaries and fish in a tank in the living room.

The childminder supports children with learning difficulties and disabilities. She is a member of an approved childminding network and is currently in receipt of funding for nursery education for three and four-year-olds.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted as the childminder encourages them to wash their hands before eating, after using the toilet or touching the pets and after playing outside. The childminder provides wet wipes after meals to ensure children's hands are not sticky when they go back to play with the resources. She explains to the children at an appropriate level why they need to wash their hands and how it helps to prevent the spread of germs. Children also recognise the need to use a tissue to wipe their noses and that these must either be placed in the bin or in their pockets if they are playing outside. This helps the children to understand simple good health and hygiene practices. Children are cared for appropriately when they are hurt or unwell. The childminder follows current and appropriate environmental health and hygiene guidelines, procedures and policies. She administers first aid when needed and contacts parents if children become unwell. She encourages the children to rest until their parents arrive and safeguards the other children by ensuring they are occupied in activities separate from the unwell children. This helps to protect children from infection.

Children are nourished as the childminder works with parents to provide a well-balanced diet. They have fresh fruit for snacks and parents provide the meals in accordance with their children's preferences. The childminder receives information from parents regarding intolerances, dietary restrictions and health related issues. This ensures children have their health and dietary needs met. Young children have drinks which they bring from home. Older children know that they can help themselves to water from the fridge. This ensures children do not become dehydrated and encourages their independence skills.

Children enjoy participating in a wide range of indoor and outdoor activities. They visit soft play areas in local amusement centres and move purposefully between the different pieces of equipment, encouraged by the childminder. This helps to build their self-esteem and confidence. Children enthusiastically use the outdoor area of the childminder's home. They energetically run around, chasing each other and enjoying having running races up and down the garden path. Children are able to use the wheeled toys, they scoot and pedal according to their level of development. This increases their confidence and their physical skills. Children enjoy using the climbing apparatus in the garden. Younger children try to copy the older ones as they climb up the frame and bounce up and down when they reach the surface in the middle. Younger children accept support from the childminder as they climb down the frame and older children competently climb down by themselves. The childminder offers lots of praise and encouragement which enhances children's sense of achievement and their self-confidence. Children enjoy participating in various indoor pursuits such as, art and craft activities, using glue and a variety of pre-cut shapes. They vigorously mix cake mixture and enjoy exploring malleable materials such as playdough. This helps to increase their fine physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have access to a safe and secure environment. They have access to a wide range of resources which are stored at an appropriate height to enable them to make independent choices. Children stay safe as they help the childminder to ensure that the toys, resources and equipment are clean and that there are no damaged items likely to endanger them. This helps the children to understand how to keep themselves and others safe. The childminder makes a couple of boxes available in line with their current theme. She is aware that space is restricted and encourages the children to tidy up before getting other resources out. Children know where the resources are stored and ask the childminder for anything that they cannot freely access. This enhances their independence skills.

Children stay safe as the childminder has taken sensible precautions in her home. Children understand the need to take care when playing with the wheeled toys and are careful not to run others over. Young children ask to be strapped in the cars stating 'I need my belt on'. Children understand the need to hold onto the childminder when they are away from the setting 'or we will fall into the road'. They understand that the childminder's procedures help to keep them safe as 'the cars might run us over'. This helps children to stay safe on outings.

Children are protected because the childminder understands her role in child protection and is able to put appropriate procedures into practice when necessary. The childminder has a clear understanding of the signs and symptoms to be aware of and explains her duty of care to the parents. This helps to protect children from harm or neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and contented in the childminder's care. They are able to participate in planned and spontaneous play opportunities which keep them interested and stimulated. The childminder takes the children to a range of different groups throughout the week. This helps to build their social skills. Children benefit, as the childminder is flexible with her planning and takes advantage of exciting learning opportunities when they arise. For example, encouraging the children to explore the recent snow falls. They enjoy making footprints in the snow and then examining these. The childminder asks open-ended questions which allows the children to build on their previous knowledge. She asks the children to describe the snow. They say 'it is white and fluffy like the clouds'. This approach encourages the children to show an interest in what they do. Children are able to make connections in their life and use this in their play. When children are playing with the vehicles they talk about going shopping with their parents and parking the car in the car park. This helps children to make sense of their world. Children benefit, as the childminder uses the 'Birth to three matters' framework to ensure they are provided with a variety of different play opportunities to enhance their all-round development.

Nursery Education.

The quality of teaching and learning is satisfactory. Children enjoy participating in activities led by the childminder. They have built close relationships with her and want to please her.

Children generally concentrate well when they are occupied in the learning opportunities. They listen to the instructions for creative activities and follow them to the best of their abilities. This helps them to develop a sense of achievement. Children are progressing in their learning as the childminder has an adequate awareness of the Foundation Stage and has devised a system for evaluating children's learning. However, the observations and assessments are not systematic and not sufficiently linked to the stepping stones and early learning goals. The planning does not identify learning intentions and the childminder is aware that there are occasions when she tries to extend activities too far which does not offer the children appropriate challenges.

Children have opportunities to engage in first-hand experiences. They plant sunflower seeds and observe the changes that happen as the plants grow. Children eagerly sit at the table to decorate plant pots as part of their Mother's Day gifts. They visit the local garden centre and choose the plants they will place in the plant pots. This gives children the opportunities to make decisions and to be actively involved in meaningful discussions. Children are beginning to appreciate their own culture and the cultural traditions of others. They are learning about different festivals and celebrations. They enjoy experiencing a meal at a Chinese Restaurant to celebrate Chinese New Year. They enjoy looking at photographs of past activities and are able to recall previous experiences such as when they ate at the Chinese Restaurant at the last Chinese New Year celebrations. This gives children opportunities to remember and talk about significant events that have happened to them which helps them to make sense of their world. Children are encouraged to make decisions as they choose the type of glue to use for their art and craft activities. They use a photograph of their face as the centre of a flower on their Mother's Day card; they then use a variety of pre-cut shapes to form the petals. Children enjoy this activity which helps to develop their concentration.

Children form constructive and harmonious relationships. They are learning to share and take turns. The children assist the childminder in finding favourite resources for other children who are unable to make their own selections. The children play well together and are gaining their independence as they put on their shoes and coats when going on outings. They receive lots of praise and encouragement from the childminder which helps to build their confidence and self-esteem. Children enjoy opportunities to count during planned activities. They are beginning to count spontaneously such as, counting the number of grapes in their lunch box. The childminder uses a weather chart to encourage the children to identify what day it is, what the weather is like and what the date is. She uses threading activities to help children recognise different shapes and colours. They count the number of beads on their thread which helps to build their mathematical skills. Children enjoy looking at books, they share stories with the childminder and join in with familiar phrases. Children chatter happily throughout the day and are confident when talking to visitors. Children sing familiar nursery rhymes as they complete simple puzzles. They have opportunities to see print in books and use pencils and other resources to make marks. They are beginning to understand that print has meaning. Children participate in a wide range of creative activities. However, as pre-cut shapes are used they miss opportunities to enhance their cutting skills. Also as the sand and water trays are in the garden, the children lack opportunities to explore and experiment at their leisure.

Helping children make a positive contribution

The provision is good.

Children are cared for by the childminder who works with parents and other professionals to meet individual children's needs and ensure they are included fully in the life of the setting. Children have first hand experience of playing with children who have learning difficulties and disabilities. They interact well and are gaining an understanding of how to communicate in different ways. Young children make favourite toys accessible to children with additional needs. This helps them to recognise their own needs and the needs of others. Children benefit, as the childminder has accessed suitable training and support from professionals such as the physiotherapist. This ensures that children's individual needs are met. Children participate in a range of planned activities which help them to become aware of the wider society. They enjoy making Chinese dragons and lanterns and visiting a Chinese restaurant sampling many different tastes. Children have access to a wide range of resources that show positive images of different cultures, ethnicity, gender roles and disabilities. They help the childminder to look after children with additional needs and are learning how to help them with their exercises. This helps them to become aware of difference and diversity in a meaningful way. Children behave well and want to please the childminder. They understand the behaviour expectations and are learning to share and take turns. Children benefit, as the childminder explains to them, at an appropriate level for their understanding, about 'stranger danger'. She reads stories to the children highlighting the dangers and shares these with the parents. This helps the children to understand about being safe on outings. This approach ensures children's spiritual, moral, social and cultural development are fostered.

Children have continuity of care as the childminder and parents exchange information both verbally and through sharing written information in the children's journals. The childminder provides photographic examples of what the children have been doing in her care and for young children the childminder relates this to the 'Birth to three matters' framework. Children benefit, as the childminder displays information regarding the 'Birth to three matters' framework so that parents gain a greater understanding. She provides a parent's pack which helps parents to become aware of the services provided and to gain a better understanding of her policies and procedures. This helps to foster a professional working partnership which helps the children to feel safe and secure.

The partnership with parents and carers is good. Children benefit, as the parents receive good quality information about the setting. They have access to a display in the hallway that details the Foundation Stage which helps them to understand the educational programme being followed by their children. The childminder shares her folders with the parents which show the different activities that children participate in. Children receive appropriate care and education as the childminder seeks, values and acts on parents' views. For example, parents complete a booklet which informs the childminder about what their children choose to do at home, how well they mix and communicate with others and what makes them happy or sad. The childminder uses this information to help her to provide stimulating activities in line with the children's interests and level of development. This helps parents to be involved in their children's learning in a meaningful way.

Organisation

The organisation is satisfactory.

Children benefit, as the childminder ensures that they are well protected and suitably cared for as she has a sound understanding of how children grow and develop. She ensures the suitability of adults who look after them when they attend different groups. The childminder cares for a large number of children on a part-time basis and she ensures that her ratios positively supports children's care, learning and play. The childminder's policies and procedures generally work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. However, records of attendance are not always kept up-to-date which potentially compromises children's well-being.

Children benefit, as the childminder has an adequate awareness of the Foundation Stage and is focused on the personal development and achievement of all children. The childminder is committed to improving her provision and has attended numerous training courses since her last inspection and is implementing changes in her practice in line with her newly acquired knowledge and skills. The childminder is working with the network co-ordinator to evaluate and improve the nursery education offered. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the childminder agreed to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. Children benefit, as the childminder has increased her resources to ensure they have positive images of different cultures, gender roles and disabilities. They participate in a wide range of different art and craft activities celebrating different festivals. They also enjoy visiting local Chinese restaurants to celebrate the Chinese New Year. This helps children to understand difference and diversity.

Complaints since the last inspection

Since 1 April 2004 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

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.

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):

- ensure record of attendance is maintained appropriately.

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):

- ensure assessments and observations are systematic and sufficiently linked to the stepping stones and early learning goals; and ensure the information gained is used to help to move children to the next steps in their learning.
- ensure children have a balanced range of learning opportunities and experiences to aid their all-round development, for example, the use of scissors and regular access to water and sand play.

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