

Inspection report for early years provision

Unique Reference Number	117413
Inspection date	24 January 2008
Inspector	Julie Wright
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

The childminder has been registered since 1987. She lives with her husband, three adult children and one child aged 13 years, on the outskirts of the City of Plymouth. The areas used for childminding include the whole of the ground floor, first floor bathroom and two bedrooms. The house is close to local parks, shops and other amenities. There is a fully enclosed garden available for outside play.

The childminder is registered to care for up to six children at any one time. There are currently 12 children on roll, who attend on a part time basis. The childminder regularly attends local toddler groups. She is a member of the National Childminding Association, the Devon Childminding Association and holds a level 3 qualification in Early Years Care and Education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well protected from the risk of illness and cross-infection through effective hygiene procedures. For example, they learn to recognise their names on the individual hand towels.

Emergency contact numbers and first aid kits are readily accessible at all times, which promotes children's welfare. Clear procedures are in place to record and maintain accident and medication details.

Children benefit from the physical play opportunities, such as on the climbing frame, slide and wheeled toys. The childminder has secure knowledge of different stages of development. She provides age-appropriate resources to promote children's physical skills and coordination.

Children's individual dietary requirements are met well by the agreed arrangements. The childminder promotes and discusses healthy eating with parents. She provides snacks for children after school, which include fresh fruit, breadsticks, water and juice. Other children bring prepared lunches to suit their ages. Babies are comfortable and content when being fed and their food intake is written in a diary.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a safe, secure and comfortable home. The conservatory is the main play area, which provides a bright, child focussed environment. Space is clearly defined and used well to meet children's needs. For example, they enjoy quiet activities in the lounge and have access to a computer in the dining room. Resources are in good condition and readily accessible to children. Age-appropriate equipment supports babies in their overall progress and development.

Children are safe in the home and protected from the risk of hazards. The childminder completes risk assessments and uses recommended safety equipment. A clearly detailed fire evacuation plan is displayed and practised with the children. This helps the children to learn about fire safety, however, the childminder does not record or formally evaluate the effectiveness of the drill. Safe and suitable arrangements are in place for outings, which include parental consent.

Children's welfare is safeguarded as the childminder has sound knowledge of the procedures to protect them. She provides parents with an information booklet and clearly informs them of her responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, stimulated and make good progress in the care of the childminder. They develop social skills and form secure relationships in the setting. Children show interest in their surroundings and babies settle well. The childminder encourages learning in play, for example, magnetic musical letters help children with the alphabet. She suggests some ideas for the children and aims to make their time fun, without being too structured. After school the older children enjoy playing with their friends, using table games and construction toys. They like to help with the care of the younger children and involve them in their play.

Children benefit from a wide range of activities. They develop concentration and coordination as they complete jigsaws and use the lacing cards. Children are proud of their creative achievements, which they put into their named folders. The childminder introduces a variety of materials for babies to explore, for example in a 'treasure box'. She provides 'Story Sacks' to promote children's listening skills and interest in books. Children enjoy regular outings, for

instance, at weekly swimming sessions and toddler groups. Local resources are used effectively to promote learning opportunities, such as at the aquarium, zoo and beach.

Helping children make a positive contribution

The provision is good.

Children begin to understand that there are similarities and differences in people and places. For example, the childminder provides age-appropriate books about different types of homes and beliefs. A wide range of resources reflect positive images of diversity and include disability. The childminder promotes inclusion and awareness, using simple signing with babies and children. Individual requirements are effectively met in the setting.

Babies are content and children are happy in the care of the childminder. The childminder encourages good behaviour with positive strategies. Children are familiar with her expectations, they are cooperative and behave well.

The childminder and parents work very well together in the interests of the children. Regular discussions and good record keeping ensure consistent care. A notice board provides parents with relevant details in respect of childcare practice. Parents provide very positive comments on the quality of care. These include reference to the 'safe and exciting environment', 'accommodating and flexible care' and that it is 'an extended family' for the children.

Organisation

The organisation is good.

Children are very happy and well cared for in the setting. They benefit from the care of a suitably qualified and experienced childminder. She manages her time and space well to effectively meet the needs of the children. The childminder attends relevant training to update her knowledge and awareness. For example, since the last inspection she has completed courses on Communication and Fire Awareness. She maintains current first aid and food hygiene certificates.

Records and documentation are clearly organised and in good order. The childminder has a secure understanding of the childminding regulations and meets the requirements. She uses the guidance to help assess her provision and to promote good quality care for children. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the childminder was asked to ensure that any special dietary requirements, preferences and food allergies are recorded in sufficient detail. Also, to ensure that parents have access to information about how to make a complaint. Since then the children's details have been updated and a complaints procedure displayed for parents. These actions result in improvements to the welfare of children.

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

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.

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):

- consider devising and maintaining a fire log record to improve the fire safety procedures.

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