



Inspection report for early years provision

Unique Reference Number	201193
Inspection date	20 September 2006
Inspector	Lynn Morris

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 was registered in 1992. She lives with her husband and two adult children in Rugby, Warwickshire. The whole ground floor of the childminder's house is 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 caring for five children, part time during the day and one school aged child. The childminder walks to local schools to take and collect children. The childminder attends several toddler groups. The family has no pets.

The childminder is a member of the National Childminding Association and she holds an early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities which contribute to their good health. They enjoy frequent outdoor activities, for example they visit local parks where they use climbing and balancing equipment, which develops control and co-ordination. They use local soft play facilities to improve their physical skills and regularly take part in music and movement sessions when they attend the Magic Dragons group. They access a good range of physical equipment in the childminder's garden.

Children are cared for in a warm, clean home where they learn about hygiene routines and personal care. They are increasingly aware of keeping their bodies healthy and know that they need to wash their hands before eating, after using the toilet and after playing. This helps them to understand the importance of keeping their hands clean. Children wearing nappies have good changing routines carried out by the childminder, which reduces the risks to children from cross-contamination and cross-infection. They benefit from written procedures, shared with parents to record accidents and any medicine given to children.

Children bring their own packed lunches to the childminder's home and they are stored in the fridge until required. However, the childminder does not currently use a fridge thermometer to determine the temperature of the stored food. The childminder discusses children's dietary needs with parents and takes account of their wishes. Children choose from a range of drinks available to them and can help themselves to their drink cups at any time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a home where their needs are given priority. Risks to children have been identified and minimised and daily checks ensure that children move around the home safely and freely. The childminder gives high priority to helping children understand how to keep themselves safe. For example, they learn how to cross a road safely and this procedure is reinforced each time children go out. Additional safeguards, for example, fitting safety corners reduces risks and ensures that children are protected as far as is possible from harm.

Children choose freely from toys of good quality and the childminder makes daily checks of the premises and safety equipment. Children practise emergency escape from the premises regularly and parents can see written procedures and a record of the emergency drills displayed in the hall. Children's health and safety are addressed well because the childminder has all required documentation and many additional written policies and procedures, which help to keep children safe. For example, the childminder has a current first aid certificate and documentation to take children out in the car is up to date.

Children are protected from risk of harm by the childminder's secure knowledge of procedures to safeguard children and the childminder's attendance at training, which keeps her up to date with any current developments.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well in the childminder's home. They make good relationships with each other and the childminder. They socialise frequently with other children and have regular opportunities to play with a different range of toys and equipment. They attend regular organised activities and groups outside of the home with the childminder. They try new activities there, such as music and movement and they attend groups and go to the local park, where they develop their physical skills through climbing, using a range of wheeled toys and being able to run around freely.

Children become independent as they choose from a good range of toys. They choose where to play and select toys and materials, developing their fine motor skills. They confidently request items, for example dressing up clothes and know what they want to dress up as and are well supported by the childminder. Children use a range of toys in a learning environment, for example colours and numbers are introduced during play and activities are linked to songs and stories that children know. Their language is developing well and they learn new words during their play and they can talk confidently about things that they know.

Helping children make a positive contribution

The provision is good.

Children choose from a range of resources, which include toys and books to develop positive understanding of different cultures and people with disabilities. For example, children join in festival celebrations and use the library to select books, which reflect different cultures. They learn to appreciate and value each others' similarities and differences. Currently there are no children with special needs or children who speak English as an additional language attending the setting but the childminder has past experience and ensures that she works with parents and other professionals to meet each child's needs.

Children learn to play together and how to respect each others feelings. They learn to share well and are encouraged to be kind to each other. They respond to the childminder's kindness and consistent behaviour management. They are told when they are being good and unacceptable behaviour is clearly explained to them after each incident. The childminder is a good role model and takes account of different levels of children's development and, for example, children's needs when they are new and are just settling in.

Children's information is sought and exchanged with parents verbally at the end of each session and daily diaries record important information for babies. Parents are provided with written information about planned activities for their children and a detailed information booklet about the setting before their child commences. Children benefit from written information about the settings policies and procedures shared with parents.

Organisation

The organisation is good.

Children feel at ease in a well-organised homely environment. They benefit from the childminder's good organisational skills, which promote a learning environment and keep children safe. They use the dining room and other rooms in the home to enjoy a wide variety of activities. Children are confident and they request play and extend their own games. Regular visits outside of the home contributes to children's social and physical skills.

A very good range of written policies and procedures are used to keep children safe and healthy and ensure that parents understand the aims and objectives of the setting. Communication with parents is good. They have daily opportunities for discussion and consultation about their child's development and well-being. Regular attendance at training courses to improve skills and knowledge has good impact on the care of the children and overall children's needs are met.

Improvements since the last inspection

At the last inspection the childminder was asked to ensure the entries in the accident record are confidential and ensure relevant documentation and valid insurance to transport minded children in a vehicle was available. Children's accident records are kept individually ensuring that only the parent signing the record can view the details and all documentation to transport children safely in the car is up to date.

The childminder was also asked to ensure that the lock on the shed is not of danger to the children and that garden waste is safe or inaccessible to children. The shed lock has been removed and there are no risks to children and all garden waste has been removed.

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

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):

- ensure food is stored at the correct temperature.

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