



## Inspection report for early years provision

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| <b>Unique Reference Number</b> | 225021          |
| <b>Inspection date</b>         | 05 January 2006 |
| <b>Inspector</b>               | Lynn Dent       |

|                           |              |
|---------------------------|--------------|
| <b>Type of inspection</b> | Childcare    |
| <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

On the basis of the evidence collected on this inspection:

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| The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding. |
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### WHAT SORT OF SETTING IS IT?

The childminder was registered in 1987. She lives with her husband in Coalville in Leicestershire. The whole of the ground floor and most of the first floor of the property is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for six children at any one time and is currently minding five children most of whom attend on a part-time basis. The childminder walks to local schools to take and collect children. She attends the local carer and toddler group, takes children to the library, to the park and local places of interest.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are encouraged to become independent in their personal hygiene. They know they must wash their hands regularly and use their individual towels to stop germs spreading. They understand that baby's hands and face are cleaned with baby wipes as they are not able to do this themselves. Children use tissues to independently wipe their noses. Consequently, they understand good health, how to minimise the spread of infections and maintain personal hygiene. Children are effectively protected from the risk of infections as the childminder implements robust procedures. For example, there are clear expectations for parents to follow when their children are ill. Parents are kept well informed of accidents involving their children through discussions and clear records which detail the circumstances of the accident and treatment given. Following accidents children receive appropriate care as the childminder is qualified in first aid. Therefore, the risk of further injury is minimised. Children learn about a healthy lifestyle and enjoy physical exercise as they regularly participate in activities to develop their balance and coordination. For example, children state they enjoy playing on sit-and-ride toys, playing golf and other ball games. Younger children have space to roll around the floor to develop their skills in accessing toys just outside their reach. Children make models and participate in a range of craft activities which help to develop their hand-eye coordination and finer physical skills. They confidently use scissors and tape to cut and construct houses and boats.

Children are well nourished as the childminder works closely with parents to provide nutritious meals and snacks. Children actively choose to eat fruit and yoghurts, explaining they are good for them. They clearly have preferences for which fruits they eat including grapes, which they know are black or green and good for them. Meal times and everyday experiences are effectively used to discuss the benefits of healthy food and to learn good table manners. For example, they go to the shops with the childminder to buy ingredients for cooking. Children's dietary needs and preferences are accounted for as this information is recorded on children's records. Children's routines from home are maintained well in accordance with parent's wishes. For example, children sleep in a buggy and are regularly monitored to ensure they are safe. Consequently, their well-being is enhanced.

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

The provision is satisfactory.

Children are cared for in a child-friendly, warm, safe environment as the childminder regularly undertakes risk assessments to identify and minimise hazards. A range of safety measures are implemented in the home. The childminder has made a conscious decision to stop children currently playing in the garden as rambling brambles pose a potential risk to them. Therefore, children are effectively protected from injury. Consequently, they can move safely and independently around the premises. Children can independently access a wide range of developmentally

appropriate toys and resources which comply with safety regulations. They are protected from injury as the childminder regularly checks all resources are safe and clean, disposing of broken or unsuitable toys. Children understand they must inform the childminder of toys that are broken to ensure they are removed to maintain their safety. Children clearly understand the rules which are in place to keep them safe. For example, they know not to touch the fire guard or run hot water in the bathroom independently to prevent scalding accidents. Younger children are kept safe from swallowing small objects as games and toys which may pose a risk are played with on tables or in another area of the room.

Children's safety is given high priority when away from the home. This is achieved because the childminder effectively implements clear procedures. For example, younger children are restrained in a buggy. Older children know they must hold hands or wear reins or wrist straps. All children are constantly supervised. They clearly understand they must wear a seat belt and restraints in the car. Therefore, they learn to keep themselves safe. Consequently, they develop independence and confidence. Children's welfare is effectively protected as the childminder has a very secure understanding of child protection issues and the local Area Child Protection Committee reporting procedures. Children are never left alone with anyone and visitors to the house are denied entry unless by prior arrangement.

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

The provision is good.

Children enjoy their time spent with the childminder as she effectively plans a good range of stimulating activities and experiences by using early years guidance for example, the Foundation Stage and is beginning to implement the 'Birth to three matters' framework. Younger children are confident to communicate with others in their own way. For example, they babble because this is acknowledged by those around them. Children are independently making connections with previous experiences. They make green play dough which looks like mushy peas. Children show good confidence and self-esteem because the childminder is committed to developing this and spends quality time playing with the children. For example, she actively asks questions and initiates discussions with less confident children. Consequently, a caring atmosphere of trust and respect is created. Children are motivated and actively engaged in the wide range of purposeful, developmentally appropriate activities which promotes play.

Children are very confident to extend the play, activities and experiences provided and initiate their own learning and play. For example, they make chicken house and extend this by placing toy chickens inside to play find the chicken. The childminder effectively extends children's play by using everyday events to promote their learning. For example, children visit shops to buy ingredients for cooking. They enjoy finding the ingredients, counting to make sure they have enough. Children eagerly explain they make mince pies for Santa at Christmas. They talk about what they are doing and ask a range of questions to develop their knowledge. For example, children ask how to make boats from paper, asking for help with a triangle shape for the end of the boat. The childminder supports this by effectively using discussions and

encouraging children to think about what they are trying to do. Offering appropriate help when required. All experiences and activities are effectively supported with a wide range of appealing resources and materials which children independently access.

Children can participate in stimulating opportunities to acquire new skills, meet challenges and enhance their development as the childminder creates exciting opportunities both in the home and away from the home to do this. Consequently, this helps all children to reach their full potential. Children thrive due to the caring and stimulating environment where they are treated with respect and kindness. Therefore, they develop very positive relationships with the childminder and each other. Consequently, they play harmoniously together and show good behaviour. They know right from wrong because the childminder effectively uses play, consistent rules and successfully negotiates requests to develop an understanding of this. Good behaviour is fostered by consistent effective interaction, lots of praise and positive reinforcement. Therefore, children feel valued. The childminder knows the children very well. Consequently, their individual needs are significantly enhanced.

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

The provision is good.

Partnership with parents and carers is good. The childminder clearly understands the importance of developing close working relationship with parents. They receive good information at induction and daily information about their children's day and achievements through discussions and daily diaries. Consequently, good two way communication and concise records ensures all parties are mutually well informed at all times. Parents are actively involved in the care of their children. Subsequently, the changing needs of the children are met. Developmentally appropriate behaviour management and consistent guidelines help children to understand unacceptable behaviour and manage their own behaviour. Consequently, they show good behaviour. They are treated with respect and kindness and receive lots of praise. Therefore, they have good self-esteem and respect and are learning to treat others in the same way. Children learn to work and play harmoniously together, share and take turns. They are confident and make decisions about their play and personal needs, for example accessing drinks and choosing toys.

All children receive good support and have equal opportunities to participate in a the wide range of activities provided for them. Therefore, they are fully included in the setting, feel valued and develop good confidence. They learn to respect the needs of others around them by regular opportunities to visit the local community. For example, by visiting the library, parks and toddler groups. Children learn about diversity as they participate in a variety of interesting activities throughout the year, which are supported by a good range of resources which promote non-stereotypical images.

### **Organisation**

The organisation is good.

Children's care is effectively enhanced because the childminder has a detailed knowledge of child development. She understands and effectively uses early years guidance for example, the Foundation Stage and is starting to implement the 'Birth to three matters' framework to support the care and development of younger children. The childminder has a high regard for all children, paying particular attention to developing their social and emotional skills. Consequently, they are confident to extend activities and initiate their own play. Interaction with the children is excellent because the childminder dedicates quality time to playing with them. She takes good account of their developmental stage and level of understanding, encouraging all children to participate in group play. However, giving them time to play independently. Therefore, they are actively encouraged to reach their full potential.

Effective organisation of the premises ensures different areas of the property are used to promote all types of play and give room for rest and quiet activities. Children easily access a wide range of stimulating, developmentally appropriate resources. Therefore they learn to make independent choices. Children's welfare and learning are effectively underpinned as the childminder successfully implements a range of clear policies and procedures. Documentation is well organised and clearly presented. Information is shared with parents daily. This ensures children's current care needs are identified and effectively promoted. 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 agreed to improve documentation. The childminder has taken appropriate action to meet the recommendation. Consequently, all documentation is in place and supports the care of the children.

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

Since the last inspection Ofsted has received one complaint relating to National Standards 1: (Suitable Person), 3: (Care Learning and Play), 11: (Behaviour), and 13 (Child Protection). The complaint related to interaction with a minded child. Ofsted visited the provider to investigate the concerns raised in March 2005. Evidence collected at the visit confirmed the National Standards are being met. The provider remains qualified for registration.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

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|--------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding. |
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| <b>WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?</b> |
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### **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):

- make hazards in the garden safe or inaccessible to children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)