

Inspection report for early years provision

Unique Reference Number	252348
Inspection date	29 August 2007
Inspector	Lynn Dent
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 1989. She lives with her husband and adult son in Nuthall in Nottinghamshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children under five all day, and one child over five before and after school. The childminder walks to local schools to take and collect children. She attends the local carer and toddler group, takes children to the library and to the park. The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is maintained because they are cared for in a warm, clean environment where routine hygiene practices prevent infection. For example, the childminder engages children in discussions about how to keep themselves healthy. They talk about the importance of cleaning

their teeth to stop them going brown during role play. Children understand the importance of wearing hats and sun cream in hot weather because the childminder encourages them to think about this. During the inspection children wear their hats and the childminder helps a younger child to apply sun cream to her arms and to her doll's face using such phrases as 'we need to put it on the doll's face and head so she doesn't become poorly, but not in her mouth or she might eat it'. The childminder encourages the children to talk about the weather and make decisions about wearing a coat or cardigan when they go outside to play.

All children are protected from the risk of infections as the childminder advises parents that she does not care for children who are infectious. For example, 24 hours are required after the last bout of sickness or diarrhoea. Children receive the appropriate care following accidents because the childminder has updated her training in first aid. Written details of accidents and treatment children receive are shared with parents. Consequently, they are kept informed of this. General written consent to administer medication is in place. However, although verbal consent is given to administer specific, prescribed medication, written consent for this is not always sought at the time. This written permission is essential to ensure that parental wishes are respected and to enable the childminder to act in the best interests of children in order to meet their needs. Information about children's dietary needs is taken at admission to ensure that they are protected from allergies and their health is actively promoted. Children understand the benefits of healthy eating because a poster is displayed to show which foods are good for them. A chart shows what children eat for their breakfast and this is used to discuss healthy eating further. Children receive nutritional meals because the childminder ensures that she uses fresh foods that do not contain additives and provides a diet which is rich in all the essential vitamins, minerals and proteins.

The children's physical development is effectively enhanced because the childminder ensures that children receive a variety of experiences on the premises and away from the home. For example, they use slides, climb ladders, push and ride wheeled toys and use small sweeping brushes in the garden. During outings and visits to toddler groups other equipment helps them to further develop their balance and coordination. Children are learning about the benefits of exercise and how their body works as they attend a local yoga class. Children develop their finer hand movements as they colour, write and wrap presents using sellotape to stick the paper together. Younger children can manipulate a range of developmentally-appropriate toys, for example, pushing beads along wires on activity boxes and threading shapes onto laces. They can pour sand into containers using a range of tools to help them. Children's emotional stability is enhanced because the childminder offers good support and interaction to manage younger children's routines. For example, she helps children develop the independence of using a potty, offering praise when they tell her they need to do this. As a result they are confident and willingly participate in this routine.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children understand that certain routines and practices keep them safe. For example, they practise the emergency evacuation procedure regularly. When out with the childminder they learn how to cross the road safely using the 'Green Cross Code'. Older Children are learning to be mindful of the safety of their younger friends. This is shown as the childminder reminds them not to blow bubbles near younger children's eyes.

The childminder has completed training in health and safety and risk assessments. As a result no hazards are identified at the inspection and the fire service visits the premises regularly to

complete a risk assessment. Consequently, children can move assertively and safely around the home. The children are unable to leave the premises unsupervised and no one can enter because the childminder is vigilant about keeping exterior doors and gates locked. Indeed, access to the premises is via a gate to the garden which is locked with a code number. A wide range of good quality resources help to enrich the environment in which the children play. These are placed at a low level so that children can access them safely and independently. Posters and children's artwork and writing is displayed. Consequently, their environment is stimulating and meaningful to them. Children benefit because the toys and resources effectively support all types of play. For example, role play, dressing up, computers, books, musical instruments and resources to be creative.

Children are kept safe on outings because the childminder effectively implements clear procedures. For example, when visiting water she ensures that younger children are restrained in a buggy unless she can provide one to one supervision. When using parks or visiting places of interest the childminder ensures play equipment and the grounds are free from hazards. Children's welfare is effectively maintained as the childminder has completed child protection training. Therefore, she has a very clear understanding of the signs and symptoms of abuse, neglect and the local child protection reporting procedures. A policy regarding child protection and the childminder's responsibility for reporting this type of concern is shared with parents. Consequently, they willingly share information about injuries or circumstances that affect the children's welfare outside the childminder's care.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thrive because the childminder creates a warm, caring atmosphere of trust, respect and friendship. As a result children develop very positive relationships with the childminder and each other. Therefore, they play harmoniously together and show very good behaviour. All children are confident to communicate with the childminder and their friends. This is due to the excellent interaction they receive from the childminder who is committed to and dedicates quality time to playing with them. This enables the childminder to recognise and provide for the individual needs of the children. The childminder has a very clear understanding of the 'Birth to three matters' framework and effectively uses this to assess and record the development of younger children. This enables the childminder to provide an exciting range of activities and experiences that promote the children's next steps in their development. As a result the outcomes for children are significantly enhanced.

Children show they can use their excellent imagination to initiate and develop their own play. Older children negotiate roles during imaginative play and share ideas. For example, during play about doctors and dentists the children talk about needing to make a patient better and to check the patient's teeth, taking on the role of doctor and dentist. This also shows that children are making connections with their real life experiences. Children receive an extensive range of opportunities within and away from the home to continue to meet their full potential. They benefit because they go on outings to toddlers groups, recreation grounds, parks and nature reserves. Activities for older children are developmentally-appropriate and they attend holidays play schemes organised by the childminder where they can participate in a different range of activities, for example, face painting, modelling, cooking and sports.

Children clearly enjoy themselves and are making strides in all areas of development because different areas of the property are used to promote all types of play. The childminder is pro-active in providing an excellent range of activities in the garden and ensures that toys and

equipment are available to enhance the children's play. Children are playing in the sand. This is extended to talk about their own holiday and listening to the sounds they can hear in shells. Children show excitement when blowing bubbles. They laugh with glee when they try to catch or pop these. Children's activities are supported with a wide range of interesting resources and materials which they can independently access to help them achieve their desired outcome.

Children are motivated and show sustained interest in what is happening around them. They excitedly join in planned activities. For example, they are making cards and wrap presents for a birthday party for one of the dolls. This activity is enhanced very effectively to discuss what the presents may be and children are encouraged to use their senses to touch and smell the gift. As a result the children are animated and confidently give ideas and make suggestions about what to do next. The childminder is skilled at ensuring that younger children are involved in play with their older friends. For example, children are in a play house. The younger children do not want to become involved in this. The childminder pretends to be a window cleaner and encourages the younger children to help her clean the windows with wipes, while talking to the other children who check the windows are clean. This results in all the children being included in the imaginary role play experience

Helping children make a positive contribution

The provision is good.

The childminder enables children to develop an understanding and respect for others by attending local toddler groups. This also enables children to socialise with children from a range of backgrounds and in a different environment. Events and festivals are celebrated throughout the year. The childminder shows very good practice in using everyday events to help children learn about the world in which they live. This is shown as the children and childminder find a snail in a toy car in the garden. They talk about if it is alive and if it is moving. Together they decide to place the snail in a safe place on a path so that they can observe if it leaves a snail trail. Consequently, children develop a caring attitude for living things. Children are playing in the sand. The childminder encourages them to talk about what they hear when the place shells to their ears and use this to talk to children about how they listen when they use the telephone. This helps them to relate to their own experiences.

All children are positively supported to develop a sense of value and belonging because the childminder ensures that there are good systems in place to effectively support children with learning difficulties and/or disabilities, enabling them to make sound progress in their development. This means they are encouraged and supported well to participate in all activities. A clear policy is implemented that results in all children being treated fairly and given equal chances to develop. Children who speak English as an additional language are encouraged to use this when at the childminder's house. The behaviour of children is impressive. It is consistently high. This is because the childminder is skilled in promoting an environment where children understand what is expected of them. As a result they play together and alongside their friends for sustained periods of time. They can negotiate roles and share resources and toys from an early age. This is shown as children are engaged in role play. The childminder treats children with respect and kindness, as a result they have very good self-esteem. Consistent praise and encouragement from the childminder promotes children's confidence.

The childminder has a clear understanding of the importance of working with parents and values the role of parents in the care of their children. Consequently, partnerships with parents are fostered. As a result good two-way communication is established and ensures that all parties are kept fully informed about the children's current care and developmental needs. The

childminder keeps and shares detailed developmental records, diaries and written reports with parents. As a result they are fully involved in the care and can celebrate their children's achievements. Subsequently, the wishes and requests made by parents regarding their children are respected and promoted.

Organisation

The organisation is good.

Overall the children's needs are met. Children receive good care. The childminder shows a commitment to providing a good service that enhances the outcomes for children. This is shown as she continues to develop her knowledge and understanding by attending a wide range of training. For example, health, safety and risk assessment, extended 'Birth to three matters' and food hygiene. The childminder has also attained the Quality First Award from the National Childminding Association. Good organisation of time, space and resources means that children can rest, participate in activities and play with their friends and alone. Children show a sense of security and good self-esteem. Therefore, they enjoy planned activities and are confident to initiate and extend their own play.

Clear policies and procedures are implemented and underpin the care the children receive. Documentation is organised well. Therefore, these are easily accessible to support the care of the children. Detailed developmental records are kept using the 'Birth to three matters' framework. Consequently, the childminder is fully informed of the children's current developmental needs and can provide the necessary support to enhance this further. Therefore, individual needs are met. This results in good outcomes for children.

Improvements since the last inspection

At the last inspection the childminder agreed to obtain written permission from parents for transporting children in a vehicle. The childminder has taken the appropriate action to meet the recommendation. Written consent is in place. Therefore, clear documentation supports the care of the 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):

- ensure that written consent to administer all medication is in place.

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