



Inspection report for early years provision

Unique Reference Number	252928
Inspection date	30 June 2006
Inspector	Alison Edwards
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?

This childminder registered in 1983. She lives with her partner and adult son on a residential road in the West Bridgford area of Nottinghamshire. The ground floor of the house is used for childminding. The childminder is registered to care for six minded children at any one time. Seven children are on roll on a part and full-time basis. A cat is kept as a family pet.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well-maintained family home where sound hygiene arrangements help promote their good health. Easy access to the ground floor cloakroom enables children to develop growing independence in simple self care-routines such as washing their hands. They begin to learn about the reasons for good hygiene practices as they talk

informally with the childminder about these. Effective arrangements are in place to enable the childminder deal with any medication needs or minor accidents, so helping her to promote children's well-being in most circumstances. However, at present the childminder does not request written parental authorisation to seek emergency medical advice or treatment, so potentially limiting her ability to deal with a more serious incident to best effect.

The childminder helps promote children's physical well-being by ensuring the day is organised sufficiently flexibly to take account of individual children's routines, for example by taking account of the energy levels of a child attending nursery on a part-time basis. Children enjoy frequent opportunities to develop their large physical skills in the fresh air. For example they regularly spend time playing in the well-equipped rear garden and show enthusiasm and confidence when crawling through pop-up tunnels, using a bat and ball, or climbing and sliding. Children develop their hand-eye coordination as they scoop and carry water and sand in a variety of containers or as they are encouraged to manipulate cutlery with growing skill. Children are well-protected from too much exposure to sunshine as the rear garden has areas of shade at most times of the day and children's sun protection cream is routinely used.

The childminder has a clear understanding of the importance of ensuring children's individual dietary needs are met, for example to take account of cultural or health issues. Meals and snacks are usually freshly prepared, making little use of processed foods, and frequently include a good range of fruit and vegetables, so helping promote children's healthy eating. Children independently access drinks, such as covered beakers of water or dilute squash, at frequent intervals, so helping ensure they take sufficient fluids.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The well-maintained family house provides sufficient space on the ground floor for children to play, eat and relax within the childminder's sight or hearing, so helping to ensure they are appropriately supervised. A secure and well-equipped rear garden enables children to safely enjoy regular outdoor play. Children enjoy use of a selection of good quality toys and play resources including play kitchen, easel, sand and water trays or pretend play items such as a garage and vehicles. These are in sound condition and suited to their interests and stage of maturity, and usually deployed so children can access them safely and independently.

A number of sensible precautions are in place to minimise identified hazards to children. For example, family medicines are stored out of reach in a high cupboard, and secure storage is provided for household chemicals. Smoke alarms on both floors of the house help minimise the risks from fire. Children begin to learn how to act responsibly to help maintain their own and others' safety and well-being, for example when the childminder uses gesture, facial expression and spoken explanation to discourage a toddler from tasting sand, or when she helps an older child adjust a swing ball game to minimise risks to younger children. However at present children's safety is not promoted to full effect because a floor level display of large glass vases in the lounge presents a potential hazard.

The childminder has a sound awareness of what child abuse and neglect mean and recognises her responsibility to act on any child protection concerns so helping her to safeguard children's

welfare. However, she is not fully familiar with current local and national guidance, so potentially limiting her ability to do this to best effect.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and confident in the caring and affectionate environment where they experience a broad range of activities inside and outside the home, so helping to support their overall development. These activities are informally organised to take account of individual routines and preferences, for example children's part-time nursery attendance or their requests to play outside. They include use of local facilities such as parks and shops, so helping children become familiar with their local neighbourhood.

Within the house and garden children are able to make simple choices from a wide range of interesting resources and activities, such as sand and water play, mark making, pretend play or physical activity. They often show focussed interest in their activities, as when toddlers concentrate on filling and emptying containers of sand and water, or when an older child practises using a bat and ball game. The childminder sometimes spends time actively involved with the children helping to extend their learning, as when she responds to a pre-school child's interest in a worm by talking about where it lives and what it does. The childminder is already familiar with some aspects of use of the 'Birth to three matters' framework giving guidance on provision for younger children

Helping children make a positive contribution

The provision is good.

Children are helped to settle well and develop confidence in their relationships with others because the childminder is consistent and caring in her dealings with them. As a result, children readily play alongside each other and begin to cooperate in simple sharing and turn taking. They readily begin to talk about events in their lives, such as starting school, and are confident to make simple choices between the range of activities available. Children behave well in the setting, responding positively to clear and consistent expectations and explanations, for example on how to use a swing ball safely in the presence of younger children.

Children's individuality is recognised because the childminder has regard to relevant information on children's specific health, dietary and cultural needs, enabling these to be met. From an early age, children begin to learn that their individual preferences are recognised, for example when the childminder offers children simple choices between healthy options for lunch. The childminder is able to effectively support children's use of a range of community languages in which she is fluent. She recognises the value of careful liaison with parents to establish the care requirements for any child with identified disabilities or learning needs. However, experiences, activities and resources are not yet used to full effect to promote children's recognition and respect for diversity of culture, lifestyle or ability.

Written reviews and comments by previous and current parents indicate high levels of satisfaction with the childminding service. Prospective parents gain an understanding of the service offered

through preliminary visits and informal discussion, whilst written agreements help establish shared expectations of business and care arrangements. Informal discussion on arrival or departure helps parents and childminder share relevant information about children's daily activities and experiences, with diaries used to help provide additional detail about care arrangements for babies' care.

Organisation

The organisation is good.

Children are secure and relaxed in an environment where they are able to participate in an interesting range of activities including a good selection of outdoor and physical play opportunities. The childminder is experienced in working with young children and maintains an awareness of ongoing developments in good practice, for example the 'Birth to three matters' framework relating to provision for younger children. Required records for individual children, such as times of attendance and individual health and contact details, are methodically maintained to underpin children's care. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the childminder was asked to provide play materials which show positive images of people from a variety of cultural backgrounds and with varying needs. The childminder makes use of some materials such as television programmes relating to different religions and cultures, and recordings of songs and music from different cultures. However, as yet resources, activities and experiences are not used to full effect to help children recognise and respect diversity. A further recommendation has therefore been raised on this issue.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of all 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):

- update awareness of child protection procedures and local area child protection procedures
- seek written parental consent for emergency medical treatment
- review arrangements to ensure large glass ornaments in sitting room do not pose a hazard to minded children
- develop awareness of effective use of positive images within activities, experiences and resources to help children recognise and respect diversity

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