



## Inspection report for early years provision

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| <b>Unique Reference Number</b> | 255645                 |
| <b>Inspection date</b>         | 07 February 2007       |
| <b>Inspector</b>               | Anne Georgina Phillips |
| <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:

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 1994. She lives with her 15-year-old son and two adult daughters. The family live in a house in Stourbridge, West Midlands. 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 minding four children under five on a full or part time basis, and one child over five before and after school. Some children over eight are also cared for. The childminder walks to local schools to take and collect children. She attends local toddler and activity groups and takes children to the local park. The family has two pet cats.

The childminder is able to support children with learning difficulties or disabilities. She is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are physically, mentally and emotionally healthy. They make healthy choices and are learning about leading mostly healthy lifestyles.

Children are generally well protected from infection. The childminder's home is clean and well kept and pets are fed away from areas that children play unattended. Children always wash their hands after using the toilet. They wash their hands well before eating their lunch and dry their hands on a clean towel but do not always wash them before eating a piece of fruit or a biscuit. This means that they are learning some good hygiene practices but are not gaining a full understanding of how to take responsibility for their own health and well-being.

Children are well taken care of if they have an accident because the childminder holds a current first aid certificate and maintains a well-stocked and readily accessible first aid box on the shelf in kitchen. She ensures the dressings are regularly checked and up to date. All accidents are clearly recorded and countersigned by parents. The childminder holds all the required agreements with parents relating to children's health and also obtains additional ones such as for the application of suncream to fully protect them.

Children learn about the importance of healthy eating when enjoying nutritious healthy snacks and lunches that meet their dietary needs and preferences well. They eat fruit and vegetables such as bananas, apples and cucumber for snacks. Some choose yoghurt or rice cakes instead. All children have ready access to large drinks which they can access readily when they are thirsty. Children enjoy freshly made tuna and pitta bread with more cucumber pieces for their lunch.

Children have good opportunities to take part in regular physical play, both indoors and outside. They access the enclosed rear garden with play equipment and regularly visit activity groups, parks and well equipped play areas for more challenging play. They regularly walk to and from local schools with the childminder which gives them good opportunities to enjoy fresh air and exercise which helps promote a healthy lifestyle. Children are able to choose the pace of their activities and take a rest according to their needs.

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

The provision is good.

Children are safe and secure. They enjoy stable care that protects them from harm well. Children are cared for in a very welcoming, child-friendly environment. It is well kept and attractively decorated. The playroom has displays of children's artwork on the walls to make it attractive to them and give them a sense of belonging. Parents and visitors receive a warm welcome. There is good free space for children to play and the storage of toys and equipment along the walls of the playroom or low boxes on the floor makes it very child-friendly. Children readily make choices about their play and activities. A level rear garden with a good range of play equipment is well-thought out with a paved area near the house for small children to play

safely. The childminder uses an extra large umbrella to protect children from the sun when the weather is hot. A large rug on the paved area makes it suitable for babies and toddlers to join in too.

Children use safe and suitable toys and equipment that interests and involves them. Toys and equipment are sturdy, in good condition and attractive to the children. They especially enjoy using the large sheets and blankets to turn the dining table into a tent or a den which supports their imaginative play well.

Children are secure and well supervised in a clean and well maintained environment. The childminder has recently completed a risk assessment course showing that she has a high regard for the children's safety. She is very aware of risks within her home and minimises these wherever possible. She closely monitors where and what children are doing at all times. She frequently checks them if they are in another room and stands close to a child who stands on a chair to explain about the lights above the table.

Children learn to keep themselves safe. They frequently practise emergency drills with the childminder and they explain how they learn to watch for cars before they cross the road when out walking with the childminder. They hold the childminder's hand or hold onto the pushchair which helps to develop their understanding of how to think and act safely.

Children are well-protected from harm because the childminder is vigilant and understands her role in child protection well. She has completed a child protection course, and keeps up to date child protection guidance and contact details. She demonstrates a clear commitment to following up any concerns and shares this with parents.

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

The provision is good.

Children enjoy a good range of play experiences that help them develop and achieve well. They have especially good opportunities to play imaginatively and develop their communication skills. Their thinking and reasoning skills are developing well because the childminder is interested in what they say and do and spends lots of time talking and interacting in their play. Children are very happy and settled. Confident children greet visitors with the childminder. They show them the playroom and the toys demonstrating that they feel at home and have high self-esteem. They have good opportunities to socialise with other children on outings and at activity groups.

Children are confident to make decisions, explore and investigate. They independently choose their own activities and change their toys from the playroom. They are curious and ask questions about what they see and what is happening. They competently explain about the shapes on the threading frame identifying the colours and shapes very accurately. They play well together and concentrate for a long time looking at the pictures in the photo album and talking animatedly about their friends and places they have been. The childminder knows children very well and responds to their individual needs sensitively to ensure that they are met.

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

The provision is satisfactory.

Children make positive relationships, engage in positive behaviour, are involved in what is going on around them, and gain in self-confidence. Children benefit from appropriate activities and resources which help them to value diversity. They use small figures, dolls and puppets reflecting people from different ethnic backgrounds in their play. They learn about people from different backgrounds while watching their favourite television programme. They are interested in and repeat some sign language that they see. Children are valued and included. The childminder demonstrates a positive attitude to including all children and supports individual children well.

Children learn to behave well and respect rules and boundaries because the childminder consistently implements effective behaviour management strategies. She gives them lots of praise when completing a game when everybody gives a big clap. Politeness and manners are encouraged and children are good at saying 'please' and 'thank you' for their snacks. They learn to respond to expectations and respect boundaries because the childminder sensitively and firmly implements the strategies so that the children experience clear and consistent guidelines and feel secure.

Children have their individual needs met by adults who work in close partnership with parents and carers. Parents and carers receive a warm welcome and the childminder takes time each day to talk to them so that information is effectively shared about children's needs.

Long-standing relationships are built up which ensures continuity of care for children over long periods. Appropriate written systems are in place to ensure that parents are kept informed about childminding practices.

## **Organisation**

The organisation is good.

The childminder organises herself, her home and her resources effectively to make an attractive and welcoming environment for children and parents which promotes positive outcomes for children overall. She is a sensitive warm and responsive child carer who enjoys caring for and working with children so that they are happy and content. The childminder has a high regard for children's safety and ensures that everyone with unsupervised contact with children is vetted. She uses her experience as a Beaver Cub leader to promote imaginative, fun activities for older children in the school holidays. She is experienced and attends training courses to enhance her childminding practice, for example, she has recently completed child protection training and a risk assessment course.

She makes good use of her time, space and resources to effectively support children's health, safety, and enjoyment and achievement. Children are appropriately supported in making a positive contribution. All the required records are in place and suitably kept. They are readily accessible for inspection and confidential. The daily register is promptly completed with individual arrival and departure times of the children demonstrating that ratios are met and children well cared for. Some written policies and procedures are in place and shared with parents to underpin childminding practices and keep them informed. Overall children's needs are met.

### **Improvements since the last inspection**

A recommendation was made at the last inspection. The childminder was asked to ensure that appropriate safety measures are in place to avoid hazards in the garden. This has been addressed well. The childminder has established a smaller fenced area next to the house which has an enclosed, paved space where children can play safely and freely while being readily supervised. Additional facilities have also been established to provide a shady place for children to play when the weather is hot to protect them from the harmful effects of the sun.

### **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):

- improve the procedures for reducing the spread of infection

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](http://www.ofsted.gov.uk)