



Inspection report for early years provision

Unique Reference Number	255854
Inspection date	18 January 2007
Inspector	Susan Cox
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 1995. She lives with her husband and children aged 14 and 16 in a residential area of Norwich. The 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 five children at various times. The childminder walks to local schools to take and collect children and also uses a car. The childminder attends local parent and toddler groups. The family has two guinea pigs.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as relevant information is obtained from their parents for the childminder to be able to meet their needs. If they become unwell in her care their health is assessed and their parents contacted to agree the best action to be taken. The childminder has updated her first aid training so she is familiar with the correct action to take if children have an accident. Children are learning how to manage their personal hygiene well. Older ones trot off to the toilet and explain they have washed their hands and some remember to cover their mouths when they cough to prevent the spread of germs. Little ones are appropriately supported with toilet training and nappies are changed according to individual needs.

Children enjoy a cooked tea such as shepherds pie or roasts with a variety of vegetables. The childminder cooks using fresh produce so she may control the nutritional content and encourage healthy eating. Fruit is often available at snack time with an occasional biscuit on offer. Babies are cuddled comfortably to be bottle fed and are supported appropriately as they start to learn how to feed themselves. Activities such as cutting out pictures of food to glue on paper plates encourage conversation about what is healthy to eat and extends children's understanding.

Children are frequently active and practise a range of skills as they climb and negotiate apparatus at the parent and toddler groups and in the local park. They enjoy using the back garden for a range of ball games and to ride bikes, crawl through a tunnel or climb in the play cube. Children enthusiastically take part in Tumble Tots sessions which help them develop further control of their bodies. When they are tired they rest in a manner agreed with their parents. Little ones rest peacefully in a travel cot or safety seat in the bedroom with older ones relaxing on the lounge furniture.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a comfortable family home using the conservatory and kitchen as their base with the lounge for quieter activities and the hall to extend their play. Easy access to the bathroom helps older children use the toilet independently. The garden is flat and easy to supervise from the conservatory. This enables children to play freely outside with the childminder or for her to supervise older ones from indoors if appropriate to their stage of development. A good range of toys are stored indoors for children to make their own choices. The childminder monitors what is available for them to make sure it is safe, for example, asking children to play with the small threading set at the table so the younger children are not at risk of swallowing pieces. Further toys and equipment are stored in the shed and rotated according to children's interests and to maintain a balance to their play.

Children can play safely as the childminder has taken relevant steps to minimise the risks in her home and garden. She ensures the premises are secure and that children are only collected by authorised persons. Potentially dangerous products are secured and she monitors children appropriately at all times.

The childminder has a clear understanding of child protection issues and the steps to take if she has concerns. She has the relevant information readily available to use if needed to make sure children are protected as required.

Helping children achieve well and enjoy what they do

The provision is good.

Children play happily and are becoming independent as they make choices of resources and organise their play at times. The childminder also plans a range of activities to help extend their learning and outings in the local community give a balance to their days. Children select freely from toys stored in the conservatory or set out for them in the kitchen. Older children know what is available and ask if they cannot find what they want, for example, to do some work in a sticker book. This is found and children concentrate well to complete the activity. Toddlers contentedly find toys from low storage boxes and build towers, push along toys, bang the drum and look at early books listening to the sounds a special book can make. All children take part in a range of craft that is adapted to their stage of development and their efforts are praised to make them feel proud of what they do. Playing in the garden is popular when weather permits. Children enjoy looking at wildlife and a visiting fox caused great excitement. Children show an interest in the world around them. They notice the weather listening to and watching heavy rain on the conservatory and the wind in the trees. Trips to school, parent and toddler groups, the park, local shops and outings with friends gives children a range of activities in the local community.

Children are learning to build secure relationships. They are relaxed with the childminder who encourages free play and often stimulates good learning opportunities. However, she does not always chatter sufficiently to the little ones to encourage them to speak and develop early communication skills.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated as individuals as the childminder knows them well and respects their personality and stage of development. She supports them as they are settling-in and becoming familiar with being minded, understanding it takes time for children to feel fully comfortable with the situation. Children play with an appropriate range of resources that introduce them to the wider world. This gives opportunities to talk about and consider differences and develop respect for all. The childminder has not been approached to work with children with particular needs. However, in conversation she displays a clear understanding of how to work with parents and other professionals to assess children's needs and be flexible to meet them.

Children are learning how to manage their behaviour as the childminder implements her positive policy effectively. She is calm and consistent in her expectations and gives clear explanations to help children understand when necessary. Children are learning how to play, share and take turns; their behaviour is good. The partnership with parents and carers is sound. Clear written policies help parents understand the service that is provided. This is supported by a flexible settling-in procedure to help children and parents become happy and relaxed with the

arrangements in their own time. A daily exchange of information ensures that everyone continues to be up-to-date and able to respond to children's needs. Parents express their appreciation of the care their children receive through a range of cards and references. The childminder has responded to a complaint received from a parent and has made a record of the outcome in her log as is required. She is obtaining a copy of the Ofsted poster for parents to use with her complaints procedure.

Organisation

The organisation is good.

Children's safety is promoted as relevant checks have been completed on the childminder and her family. She always supervises children appropriately to protect them from persons who have not been vetted. The childminder has continued to attend a range of courses to keep her knowledge and understanding up-to-date and often uses this effectively with the children. She is starting to use 'Birth to three matters' to further develop her service for the younger children. Children understand where they may play; they know the lounge is for quieter activities and older ones may use this independently. The downstairs bedroom is used for sleeping and children respect the stair gate at the base of the stairs knowing they must not go upstairs. All the required documentation is in place and well ordered for the childminder to respond to children's care and welfare. Overall children's needs are met.

Improvements since the last inspection

No specific areas were identified for improvement at the last inspection.

Complaints since the last inspection

Since the last inspection, Ofsted received information raising concerns relating to National Standard 6: Safety. Ofsted investigated by conducting an announced visit on 2 October 2006. Evidence showed that there had been a breach of standard 6. As a result the childminder was issued with one action to ensure that children are under the direct supervision of the childminder at all times. A satisfactory response to this action was received. The provider remains qualified for registration. The childminder has made a record of this complaint.

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):

- continue to develop the use of early language skills with little children.

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