



Inspection report for early years provision

Unique Reference Number	EY233213
Inspection date	20 December 2005
Inspector	Kate Bryan

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 2002. She lives in a house in Shepshed with her husband and 3 children aged 10 years, 6 years and 3 years. The house is close to shops and parks.

Within her home children spend their time on the ground floor, they have access to the lounge, kitchen, dining/play room, toilet and enclosed garden.

The childminder is registered for four children and has five children on roll.

The childminder regularly attends a carer and toddler group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a healthy environment where good hygiene practices prevent the spread of infection and maintain health. Routines such as hand washing after using the toilet help the children to maintain their own health and the use of paper towels and liquid soap ensure that there is no cross contamination. Clear written procedures for looking after sick children ensures that their health and emotional well-being are fostered. Therefore, if a child becomes ill whilst being cared for the childminder makes them comfortable and contacts their parents to collect them so that their health is well maintained.

Children develop a good range of physical skills because the childminder ensures they have access to a good range of resources and opportunities. They enjoy a good walk to school daily and younger children also visit the swimming baths which promotes confidence in their growing abilities. Young children's needs for rest and sleep are met well because the childminder works closely with parents to ensure that routines are in place which support their emotional well-being.

Children develop a good awareness of healthy eating as fruit is always available for them and drinks are sugar free to maintain health and physical development. Good use is made of activities such as baking cakes to promote the children's understanding of healthy options. They are made aware of the effects of healthy eating as the childminder effectively promotes drinks, such as milk, which the children know makes their bones strong. Effective policies and procedures are in place to safeguard children's well-being and the childminder has a current first aid qualification and a food hygiene qualification.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a range of vigilant procedures which ensure they are kept safe. The outside area is maintained secure so that children cannot leave it unsupervised, and the home is well organised to ensure that children can move around it whilst also being in sight or sound of the childminder. Children are supervised in the garden and the kitchen and learn to be safe within the home by discussion of issues such as not standing on tables or chairs. They are also suitably protected from the risks of fire because appropriate detection and prevention measures are in place although an emergency escape plan has not been practised which may compromise their safety. Outside the home safety is effectively promoted, by discussion and practice, of issues such as the Green Cross Code and stranger danger.

Children make their own selection of resources from a wide range that is easily accessible and promotes both play and learning. Resources are rotated so that

children have good opportunities to enjoy all equipment. The childminder ensures that all equipment is clean and complies with safety standards to ensure that the children's safety is well promoted.

Children are protected from harm because the childminder has a good understanding of her role in child protection and is aware of procedures to put into place. They benefit from the childminder's attendance on a child protection course as she is well aware of signs of abuse and who to contact for advice.

Helping children achieve well and enjoy what they do

The provision is good.

Children have a good balance to their day as they have access to a wide range of activities both indoors and outside. Good levels of adult support also ensures that they are able to initiate their own activities and learn through play. Older children can decide what they wish to do after school which promotes their enjoyment as they make individual choices of games, outside play and relaxation.

The childminder uses the 'Birth to three matters' framework to effectively plan activities for children. In this way the children learn to make meaningful connections between objects, for example, using letters to build up words on a magnetic board. They can learn what letters their names begin with and extend this into recognising other words with the same patterns to promote their learning through play.

Children are skilful communicators and the childminder uses a good range of measures to ensure that effective understanding is in place. Young children are encouraged to verbalise and the childminder constantly names objects, which they repeat, so that they can extend their vocabulary. Older children work well together as they negotiate how to build a tower and happily share their achievement with the childminder who offers them lots of praise. Children also have many opportunities to socialise and develop relationships as they attend carer and toddler groups and visit other childminders.

Children can develop their creative and imaginative skills in activities such as singing and activities involving pretend play. So, for example, when children walk from school they may be animals and make their associated noises which promotes their imagination well.

Children have very warm relationships with the childminder and are secure and content in an atmosphere where play and learning are encouraged.

Helping children make a positive contribution

The provision is good.

Children's needs are well met as the childminder speaks daily with parents. This ensures that individual daily routines, such as times for sleep and rest, are followed so that children feel secure and acknowledged. Parents receive copies of policies for behaviour management and equal opportunities so that they are well aware of how

the service will be provided in the best interest of their child. The childminder makes effective use of children's records to ensure that she can provide an individual service for their changing needs which helps them to develop a strong sense of self.

All children are warmly welcomed into the home and are encouraged to learn about their own and other cultures because the childminder works effectively to promote their understanding. Children enjoy many trips into the local community so that they gain a good awareness of the wider world. A written equal opportunities policy is shared with parents so they are aware that the childminder intends that all children learn to respect themselves and each other.

Children are well aware of sensible house rules because the childminder discusses these so that they learn to take responsibility for their own behaviour. This promotes their self-assurance and confidence. Children help with routines, such as tidying away, which encourages them to feel a strong sense of belonging at the home. Children's behaviour is effectively managed by the use of strategies such as distraction and 'time out' which allows them to reflect upon their actions and the consequences of these. Children behave well because the childminder is calm and firm and is consistent in her expectations of good behaviour, such as sharing.

Organisation

The organisation is good.

Children easily access a good range of developmentally appropriate resources because the childminder has organised the home to ensure this. This makes certain that the children are kept safe because they are always within sight or sound of the childminder and are never left with anyone who has not been police checked.

Children are confident to initiate and extend their own play because they receive good levels of adult support and communicate effectively with the childminder and each other. They feel secure and relaxed in an environment that is designed to promote a range of experiences for play and learning.

Children's physical well-being is effectively promoted by daily use of the garden, and younger children have their need for rest and sleep met well which fosters their emotional well-being.

Children's welfare, learning and care are promoted effectively by the use of clear policies and procedures which are shared with parents. The childminder has completed the Introduction to Childminding Practice course and is committed to improving her service to children by undertaking the Developing Childminding Practice course. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the provider agreed to ensure resources actively promote equality of opportunity and anti discriminatory practice for all children, make sure that a daily record is kept of the names of the children looked after on the premises and

their hours of attendance and make sure that parents give written permission for their child to be transported in a vehicle. All required records are now kept, which enhances existing safety measures in place, and resources have been obtained which show positive images and give children a balanced view of the world.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents which they can see on request. The complaint 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 an emergency escape plan has been practised with 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