



## Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY249048         |
| <b>Inspection date</b>         | 02 November 2006 |
| <b>Inspector</b>               | Josie Lever      |
| <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 satisfactory. 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 with her partner and two children aged six years and 15 months on the outskirts of Grimsby in North East Lincolnshire. The ground floor rear room, kitchen/diner and two upper bedrooms are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding 14 children between the ages of two and nine years. Children attend on a part-time basis combining half and full days and before and after school.

The childminder walks to local schools to take and collect children and drives to several schools further away. She regularly attends the local playgroups and takes children to the local library and parks. She is a member of the National Childminding Association and the local childminding network. She holds a recognised childcare qualification, the Diploma in Nursery Nursing (NNEB).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean home where good attention is given by the childminder to minimising the risk of cross infection. For example, effective cleaning procedures used maintains the high standards of cleanliness throughout the home. Additionally, the sick children's policy, Which is shared with parents, is effective in minimising the risk of infection spreading. Children develop a good understanding about personal hygiene because the childminder reinforces effective practice through everyday routines. For example, children know that after using the toilet, playing outdoors and before eating food they must wash their hands to make them clean. Children develop good personal care skills because the childminder provides good resources which enables children to practise these skills independently. For example, disposable tissues are stored within reach, they help themselves, blow their noses and dispose of dirty tissues appropriately. Children have access to liquid soap and individual face flannels, wet wipes and towels. Children are encouraged to brush their teeth and bring their own tooth brushes in from home. The childminder develops children's understanding further in this area by talking to them about dental hygiene and on occasions children accompany her on her visits to the dentist.

Children are well nourished as the childminder provides a well-balanced range of meals, snacks and drinks that are nutritious and healthy. For example, a hot cooked meal is prepared in advance in consultation with parents and children's likes. The childminder has attended basic food hygiene training and her knowledge in this area ensures good practice is followed in the handling, preparation and storage of food. Children learn about healthy eating because they are able to make healthy choices. For example, at snack time they choose from a selection of pre-cut cucumber and tomato slices, bread sticks, cheese, dried and seasonal fresh fruit pieces. They have a good understanding about which foods are good and bad because the childminder has extended their awareness about this through topical work. Children learn about the importance of a healthy lifestyle and know about needing fresh air, exercise and staying fit and healthy. They regularly participate in physical play activities both indoors and out. They use a range of wheeled and push-along toys, bats and balls, bicycles, tricycles and scooters. They visit the local play parks to climb and balance on larger sized equipment and apparatus.

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

The provision is satisfactory.

A warm and welcoming home is provided for children who move around freely using the available space well. Children feel a sense of belonging as their art work, photographs and birthdays are displayed within the main playroom. Children access a varied range of good quality toys and equipment which ensure they remain stimulated and sufficiently challenged. These are stored at child-height and remain safe and suitable because the childminder purchases resources with safety kite-marks and checks resources daily for defects. They cater for all areas of children's development. For example, a variety of different stage books, construction, puzzles and games are provided that reflect positively in all areas of equality of opportunity.

Children are safeguarded because the childminder has a sound understanding of child protection and reporting procedures. Children are kept safe on outings because she has all the appropriate documentation to support the family car is roadworthy, and a range of different stage car seats are provided to comply with car safety legislation. Children develop a sufficient awareness of keeping themselves safe. For example, they know not to climb on furniture or put small things in their mouth. They have recently been learning about the firework code in the build up to Bonfire Night.

The childminder has identified and minimised many risks to children's safety. For example, safety gates prevent children's access to both the top and bottom of the stairs. Plug covers protect electrical sockets and low glass is safety kite-marked. Fire safety equipment is available within the home, such as a fire blanket and smoke alarms on both floors. That said, the current arrangement when cooking takes place does not effectively prevent children's access into the kitchen during this time. Although the home is secure which prevents children leaving unsupervised, this is done with the use of keys and against local fire safety advice. Children have not had the opportunity to practise a fire evacuation procedure.

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

The provision is good.

Children explore a broad range of interesting activities that meet their developmental needs well in all areas. The childminder plans a varied range of activities in advance which offers children a good balance of free play and structured activities with her support. Children are happy and settled in the home and move around confidently. They relate very well to the childminder and each other enjoying each others company. For example, older children show concern for younger children and hand them toys to play with. The childminder knows the children well and responds to their interests effectively. For example, she encourages children to contribute ideas and acts upon their suggestions, such as going on trips out or participating in seasonal events such as Halloween and Bonfire Night. They enjoy very good relationships and interaction with the childminder, who makes sure their time with her is fun and they are involved in purposeful play both in and out of the home. Children regularly socialise with their peers at the local playgroups and visit the library and parks both locally and further away in Cleethorpes. They have many opportunities to express themselves creatively and enjoy in particular playing with paints and play dough, drawing, making stencils, decorating cups and coasters and making key rings. Children develop confidence in the care of the childminder and good self-esteem as they are praised and encouraged in play.

Children make decisions about their play and confidently choose their resources, for example, they chose to make a firework picture enthusiastically selecting from a wide range of art and craft materials, such as bright coloured materials, glitters and pipe cleaners. They enjoy making patterns with the glue and covering it with glitter and small sticky shapes. Children's attention is maintained for long periods of time because the childminder talks to children about what they are doing asking challenging questions and developing their vocabulary. She is patient and takes the time to listen to the children carefully. Children develop a good understanding about numbers, shapes, letters and colours because the childminder talks constantly to them in everyday play situations. Posters displayed around the playroom reinforce these in written

formats. Children use a good variety of play equipment and resources, many of which are educational based and develop different skills. For example, the shopping board games promotes children's memory and recollection.

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

The provision is good.

The childminder effectively meets the individual needs of all children because she knows them well and fully discusses these with their parents. She has a good understanding about equal opportunities and anti-discriminatory practice and uses her knowledge well in this area to ensure all children are valued and respected. For example, she finds out about children's likes and interests and uses this information to plan activities that she knows children will enjoy. Children are able to make suggestions and initiate their own play as they choose from the range of accessible toys and resources. Children learn about the diversity of others because the childminder ensures children have access to a good range of multi-cultural resources and develops their understanding through discussion about other cultures, religions and festivals. For example, children use a range of resources, such as books, jigsaws, role play equipment, dolls and play people. The childminder speaks to children about other cultures, for example, Diwali. Children develop a good understanding about their own needs and respect the needs of others. For example, they have actively participated in two recent fundraising events. The local 'Toddle Waddle' and a sponsored name event with proceeds going to a local hospice. Children learn about the importance of helping people in the community and valuing and respecting everyone as individuals. Children received a certificate of congratulations for raising monies.

Children are polite and well-behaved and know what is expected in terms of their behaviour because the childminder talks to them about the boundaries in place and they begin to learn about right from wrong. For example, sharing toys and taking turns. Children receive lots of praise and encouragement from the childminder and the reward chart in place effectively reinforces good behaviour with occasional treats, such as an additional trip to the library or a small gift of writing materials.

Good partnerships with parents have been built and parents receive a varied amount of written information about their child's day. For example, copies of written policies and a written daily account of their child's day, activities and routines. The childminder records children's achievements and progress, and procedures in place ensure information is regularly shared and exchanged. Parents are able to contribute to the inspection process because the childminder notifies them of her pending inspection. Positive comments support the effective relationship between both parties. Although she shares her complaints procedure with parents she is less familiar with recent revisions to the National Standards to devise a system to record, investigate and report on complaints made by parents that relate to the National Standards.

## **Organisation**

The organisation is satisfactory.

The childminder effectively uses the space in the home well to ensure children can move about independently and freely. This in turn develops their self-esteem and promotes their sense of self-confidence because they feel secure. The childminder has a good understanding of the required documentation to be kept and this is well retained in an effective, confidential manner. She is aware of her responsibility to work within her registered numbers and her attendance register clearly shows the times when children are present. She has written agreements with parents whose children share a place with those children who attend the local playgroup to ensure that no overlap occurs. Children remain safe because the childminder and persons living in her home have completed an appropriate vetting procedure or are currently going through one. The childminder safeguards children's well-being by ensuring that until all persons complete the full vetting procedure they are never left alone with children.

The childminder is aware to notify Ofsted of any changes and significant events and has done this. She has previously held two concurrent first aid certificates and demonstrates a sound knowledge of what to do in the event of an accident or emergency. However, she has failed to renew her certificate when it expired and complete refresher first aid training in infants and young children. This is a breach of regulations. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the childminder agreed to obtain written permission from parents to seek medical advice or treatment. Children's well-being is safeguarded because permissions are now obtained and written consent is recorded on parental agreements. Additionally, the actions raised in relation to safety no longer apply as they pertained to the childminder's previous property. She has subsequently moved address and therefore the risk to children's safety from the raised actions no longer apply.

## **Complaints since the last inspection**

Since 1 April 2004 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 satisfactory. 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):

- complete a first aid course which includes training in first aid for infants and young children. Provide written confirmation in support of the dates training will be undertaken and notify Ofsted when a valid certificate is obtained
- improve fire safety by making sure exit doors are secured without the use of keys and fire evacuation is practised with children
- minimise hazards in the kitchen when cooking takes place
- devise a system to record, investigate and report on complaints made by parents that relate to the National Standards.

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)