

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY250351            |
| <b>Inspection date</b>         | 22 August 2008      |
| <b>Inspector</b>               | Rachel Ruth Britten |

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|---------------------------|--------------|
| <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 2002. She lives with her husband and their two children aged 12 and seven in a house in Warmingham, a village between Crewe and Middlewich in Cheshire. The whole ground floor of the childminder's house is used for childminding along with one bedroom for sleeping. There is a large secure garden for outside play. The childminder walks to local schools to take and collect children and currently has three children on roll.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's health is good because the childminder offers a wide variety of exercise activities, a healthy diet and daily fresh air. For example, children walk to school and regularly visit local parks, farms and playgrounds and play football or role play in the garden. Indoors they are active too, using all the downstairs rooms to role play or do craft and modelling games. Through participation in simple activities, like washing the wellingtons or washing up the plastic plates and cups at the sink, children's knowledge and independence in hygiene and health is growing. They participate in baking and simple food preparation and are learning about the importance

of washing their hands and cleaning the table to avoid cross-infection. They have individual towels on their name hooks in the downstairs toilet to dry their hands on.

Parents sign the sickness policy and give written consent for any necessary emergency treatment. They also give consent for the use of sun creams and simple medications which may be needed in unforeseen circumstances. Administration records for medications given are carefully written and signed in acknowledgement by parents so that they know what has been given and why. The childminder has a valid first aid qualification. No children presently attending have special diets or health requirements, but the childminder is flexible about providing food and encourages children to try a variety of healthy fruits and vegetables, as well as eating the cakes and cookies that they bake.

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

The provision is good.

Children are kept very safe and secure both indoors and outdoors because the childminder places high importance upon this area of her responsibilities and successfully teaches children to understand and be responsible for their own safety. She achieves this through sensible use of guards, keeping the oven switched off at the wall and securing all exits. In addition, doors to the garage and inner porch are alarmed. This means that children can use all rooms and the garden whenever they choose because all boundaries are fully secure. Small objects are kept out of reach of babies, and high chairs with straps are used appropriately. Children are taught not to climb on furniture or fences. A detailed consent for use of the trampoline must be signed by parents of children using this and children must use it singly, with a guard and only when all jewellery is removed. For walking to school they all wear a reflective jacket and walk in single file, taking it in turns to lead, so that they can be clearly seen.

The childminder makes a wealth of suitable toys and resources easily available around the downstairs and garden. In addition, further toys and games are stored in the garage where they can be quickly accessed for use. Arts and crafts and painting activities are undertaken in the kitchen or utility room where floors are easily cleaned. This allows children independence and choice about their play, for example, children can freely make use of the computer, play with the small world figures or decorate cakes in the kitchen. Outside, the rear lawn, patio and path provide ample space for bicycles, ride-on toys, swings, role play, sand play, ball games and watching the cows in the field.

There are smoke detectors in place which are regularly checked and appliances are well-maintained. A detailed emergency escape plan has been devised and practised, so the childminder and children are familiar with how this works. The childminder keeps a first aid kit and mobile phone with her wherever they are. Children are adequately protected from abuse because the childminder is confident that she is able to put appropriate child protection procedures into practice if necessary. She ensures that parents read and sign her child protection policy and she knows what to do if an allegation of abuse were to be made against her. However, she has not got the contact details for social services and the police ready for quick reference.

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

The provision is good.

Children are very busy and quickly adapt to their play environment because they have secure relationships with the childminder and her children. This is because the childminder is warm, welcoming and skilled at providing a variety of stimuli for children to choose from and also

gives them real experiences and media to use. For example, she provides a computer, numerous arts and crafts, small world figures, and games to use. Alongside these, children can feed the cows in the field at the bottom of the garden, watch how the oil tanker comes to fill the oil tank, or make some cakes or biscuits. Children work out how things work as they put the toy tool bench together and they role play the job of the dustmen and medical people as they play with toy vehicles and small figures. The childminder talks to children as they play and encourages them as they try new things, such as the battery operated car. As a result they are confident and independent in their play.

The childminder is active and interested, concentrating on playing with the children and providing choices and ideas. For example, she provides the materials for them to make icing to decorate the cakes they have made and finds a game of mini bowling for the five-year-old to try. She talks to them about what they would like to do this afternoon and they decide to go out to a park or indoor soft play if it is wet. After school, support is given to complete homework or children can dress up, role play, play games or relax with books or television. All this activity stimulates children well and helps them to relish learning through play.

The childminder actively encourages children to cooperate together and has a good understanding of the individual needs of children of various ages at different stages of development. She recognises that some children attending do not enjoy arts and crafts, but are keen to develop their handwriting skills and understanding of letters. They therefore talk about the shapes of letters and they practise saying and writing words beginning with certain letters as they sit around the table with the paper and pens. The childminder has a good understanding of the 'Birth to three matters' framework and understands how children learn and develop. She takes numerous photographs and displays these so that children often talk about the experiences they have had, so that they consolidate their learning and enjoy their memories.

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

The provision is good.

Children in the setting have quickly developed a good sense of belonging and feel secure because they are enthusiastically welcomed and included in all activities along with the childminder's own children. Their paintings and pictures are displayed around the rooms to help them feel that they belong and they have their own name hook in the bathroom for their towel. The childminder gets to know children and their parents thoroughly so that she can meet their individual needs. For example, she has obtained books and posters in Spanish and English so that she can support a pre-school child and family whose first language is Spanish. The childminder also believes that inclusion is important and has obtained good books, activity ideas, play figures and dressing up clothes which reflect positive images of people with disabilities and various different cultures.

Children receive positive support to behave well because the childminder gives encouragement and praise for behaviour that is wanted and provides simple time apart if children are hurting each other or being disruptive. For example, she praises children for trying the battery operated car which they were wary of and for making such a lovely soft light green colour for their icing. The childminder has a suitable behaviour policy, but she is not clear about how to use the incident record to record any unwanted behaviour for the purpose of working together with families to effect change.

Children's needs are met well through established partnerships with parents and families. The childminder is professional and communicative with parents and is able to describe her childminding service clearly both verbally and on paper from her portfolio and policy documents. There are numerous written references and thank you messages from children which give prospective families an idea of how pleased families have been with the service in the past. Parents sign their consent for a number of aspects of the service, such as the use of photographs and the trampoline and the childminder delivers her service consistently according to these. She welcomes parents into her home where they can see her in practice. She also gives them things that the children have made so that they feel involved in what their child is doing.

## **Organisation**

The organisation is good.

The childminder has a high regard for the well-being of all children and thoroughly enjoys her work as a childminder. She has prepared a portfolio of policies and procedures about her service, including a routine for the day and menus. Evidence of her and her husband's suitability and training certificates are also included in the portfolio, showing that the childminder is committed to keeping up to date through ongoing training. The childminder is experienced in caring for children and is enthusiastic to attend training for the Early Years Foundation Stage.

The childminder is well organised on a daily basis, making sure that the house is safe and set up for play and that the routines of the day provide for children to enjoy outside activity both in the garden and away from the home. The childminder knows about suitable local places of interest and toddler groups for social opportunities. She also organises herself well to be with children all the time and includes them in all the routines of the day so that they are learning valuable independence and social skills. She does not routinely work with her husband as an assistant, but he is available to provide back-up on occasional pre-arranged situations and in the event of an emergency.

The childminder's policies and procedures work well in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Required written child details, 'All about me' sheets and contracts ensure that all children have any essential individual needs met and good care is given according to parents' wishes. Records about individual children are well organised and are kept confidential to the families concerned. The daily attendance register is completed as children arrive and depart so that it accurately reflects who is on the premises if there is an emergency.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

There was one recommendation made at the last inspection in June 2006. This concerned devising a behaviour management policy and making this known to parents and children. The childminder has included a suitable behaviour policy in her portfolio and parents view this. Children are reminded of simple house rules, but they have not been directly involved in devising these. Nevertheless, children behave well in the setting.

## **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):

- ensure that the contact numbers for the Local Safeguarding Children Board are readily available for use if necessary
- ensure that the incident record is used to support management of children's behaviour.

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)