



Inspection report for early years provision

Unique Reference Number	EY252949
Inspection date	27 November 2006
Inspector	Dinah Round
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 registered in 2003. She lives with her husband and six year old son. They live in a house on a residential estate in Roche, Cornwall. Local schools and parks are within walking distance. Childminding is carried out on both levels of the premises, with sleep provision provided on the first floor. Children have access to a rear enclosed garden for outdoor play. The family have a cat and a dog, which children have access to under supervision. The childminder is registered to care for a maximum of five children under eight years. She currently cares for seven children, all on a part time basis.

The childminder has a BTEC nursery nursing qualification. She is a member of the National Childminding Association and the local childminding group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well maintained family home. They learn about the importance of keeping healthy through the daily routines and discussion with the childminder. This includes ensuring that children wash their hands after using the toilet and before eating. Children are protected from the risk of cross-infection due to the effective practices followed by the childminder such as, the provision of liquid soap and individual coloured towels. Children are well supported in the event of an accident as the childminder has a current first aid qualification and is confident in dealing with an emergency. Clear, detailed accident and medication records are maintained.

Children's health is successfully promoted. They benefit from being provided with healthy and nutritional food. For example, at lunch time they enjoy toast, a range of fresh fruit and yoghurt. Lunch time is a sociable occasion where the childminder chats to the children and encourages them to eat the healthy options. Children can access drinks throughout the day as their cups are available on the table, which makes sure they do not get thirsty. The childminder is aware of children's individual dietary needs and complies with them to ensure children remain healthy.

Children have good opportunities to take part in physical activities through regular use of the garden and frequent outings. This makes sure they get plenty of fresh air and exercise. The varied selection of outdoor play equipment, such as a slide, balls, hoops and ride on toys, helps to develop children's physical skills and co-ordination. Children are protected from the sun as the childminder ensures they have sun cream on and wear sun hats when outside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure home. This is due to the effective safety measures put in place by the childminder to ensure that potential risks to children are minimised. For example, a safety gate is fitted to prevent access to the bottom of the stairs and highchairs with secure reins are used for the younger children. Children benefit from the childminder's close supervision which means they are able to move around safely within the play space. Children have access to a good selection of well maintained age appropriate toys and equipment. The childminder ensures that the toys are suitable for the age of the child, and removes any small pieces when younger children are present.

Children develop an awareness of keeping themselves safe when on outings. This is due to the good procedures followed by the childminder, such as teaching children road safety and the use of safe, secure play areas. Clear fire and emergency procedures are practised with the children to ensure they know what to do in an emergency situation. However, some fire safety equipment is not in place.

The childminder has a secure knowledge of child protection issues and procedures which supports her in her role of safeguarding children. Her child protection policy is shared with parents which informs them of her responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed, settled and content. They have a warm relationship with the childminder and benefit from lots of positive interaction. For example, children's language is successfully developed through the childminder talking and questioning them through the activities. Children's independence is encouraged and activities are very much led by the children. For example, they find books for the childminder to read and enjoy listening to the 'Chicken Little' story.

Children take part in a wide range of interesting and stimulating play experiences that promote their learning. From an early age they have regular opportunities to use their senses to explore and experiment with paint, playdough and art and craft materials. The childminder plans activities around different themes, such as the recent topic on 'Halloween'. This involved children baking 'spider buns', doing word searches, and using their own ideas to draw pictures and create collages. This provides fun and enjoyable play opportunities for children. Older children's progress is successfully monitored by the childminder under the different areas of learning, however, this is not followed through for younger aged children. The Birth to three matters framework is not fully used to extend the learning outcomes for the children.

Children enjoy regular experiences outside the home such as, visits to 'Dairyland farm', feeding the ducks, visits to parent and toddler groups, and other childminders and their children. This encourages socialising and helps to develop the children's confidence.

Helping children make a positive contribution

The provision is good.

Children's individual needs are given good consideration, which increases their sense of belonging. The close liaison with parents enables the childminder to meet children's individual needs effectively. For example, one child has English as an additional language, the childminder uses demonstration of activities, plus lots of repetition of words to help to develop his understanding further. Children's awareness of other cultures and ways of life is developed through discussion, resources and activities.

Children behave well. They benefit from the childminder's clear understanding of their age and stage of development when dealing with behaviour issues. Effective use of distraction makes sure children are kept well occupied and promotes good behaviour. Children are helped to learn to share and think of others. For example, the childminder gently reminds children to wait and let everyone have a turn as she supervises the 'Connect 4' game. Children respond well to the childminder and co-operate when asked to help tidy away the puzzle.

Children's individual needs are regularly discussed with parents through the effective systems in place to exchange information. This includes informal daily discussions, telephone

conversations, and use of diaries for the young children recording details of sleep times, food eaten and nappy changes during the day. This keeps parents successfully informed and contributes to the children's care and well being. The older children's progress records are made available to parents to share information about their on-going development.

Organisation

The organisation is good.

Children are settled and confident within the welcoming environment created by the childminder. The space is well organised to allow children to play freely and safely, both inside and outside. Safety measures are put in place to minimise risks to children, although not all fire equipment is sufficiently maintained. The childminder's daily routine takes account of the children's individual needs as she provides rest and quiet times as required. The effective systems developed to monitor children's progress do not include younger aged children. The childminder meets the needs of the range of children for whom she provides.

Children benefit from the childminder's strong commitment to continual development of her role. She regularly attends courses and workshops relating to aspects of childcare to update her knowledge, such as, a 'sing and sign workshop' and a 'healthy eating for toddlers workshop'. This contributes towards the children's care and welfare.

Policies and procedures are in place to support the childminder's practices. These are shared with parents to make sure they are kept informed about the provision. Documentation is well organised and maintained. Individual contracts are formulated with parents and include written parental consents to take children on outings and to seek emergency medical treatment.

Improvements since the last inspection

At the last inspection the childminder agreed to make sure the key for the front door is easily accessible. An additional key is now kept on a hook by the door, which helps ensure that children are able to get out of the premises quickly in an emergency.

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 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):

- make sure that all fire safety requirements are maintained
- develop the current systems in place to monitor children's progress and development, so they include the younger aged children and make use of the Birth to three matters framework.

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