



Inspection report for early years provision

Unique Reference Number	EY267045
Inspection date	30 January 2007
Inspector	Sally Ann Smith

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 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 2003. She lives with her husband and children aged 10 and eight years in Mickleover. The whole house apart from the childminder's bedroom is used for childminding. There is a fully enclosed garden available for outside play. There are currently eight children on roll, all of whom attend on a part-time basis. The family has a dog. The childminder walks to local schools to take and collect children. She attends local toddler groups and takes children to the local shops, park and library.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are familiar with routines to ensure their health is effectively promoted. Children wash their hands after toileting and messy activities such as gluing or painting. Older children know

that their hands are checked by the childminder to see if they look clean and smell of soap. The childminder provides a hand towel for children to dry their hands and whilst this is changed daily it is shared by all children attending. The childminder is reviewing hand washing procedures to minimise the risk of cross-infection. The childminder provides a good role model and washes her hands before preparing food. The childminder has all the relevant paper work in place for recording medication and accidents. There is no written policy for sick children although the childminder's expectations regarding children who are unwell are discussed with parents. Generally parents refrain from sending their child to the childminder's when unwell. However, the childminder is not conversant with notifiable and communicable diseases and the procedures to report these, therefore compromising children's health.

Children eat some healthy snacks and meals which include fresh fruit, raisins, yoghurts and toast. The childminder recognises that many children prefer crisps and biscuits and therefore permits these as long as they are accompanied by two healthy options. For example, children can have a biscuit providing they eat some fruit and a yoghurt. Children sit at the table which is laid with a clean cloth and eat their meals together. Children have regular access to drinks, each having their own recognisable cup which they can help themselves to. Younger children are beginning to learn where food comes from and discuss the merits of milk in helping to develop healthy bones and teeth.

Children have regular physical activity both inside and outside and enjoy playing with a variety of different resources and equipment to promote a healthy lifestyle. The childminder regularly takes children out and about to look at their environment and observe the changing seasons. They enjoy taking the dog for a walk to the local park where they can run around and generally let off steam. Younger children go to local activity centres where they can run, jump and move around a range of different equipment. As a result children develop a positive attitude towards exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from rooms which are well organised to provide a variety of different play opportunities. Children are able to move freely and safely and prevented from entering areas which are unsafe. For example stairgates prevent the children having access to upstairs or the kitchen unless supervised by the childminder. Furniture in the playroom is kept to a minimum so that children's play is not hampered and they can spread their toys over the floor. A good range of resources and equipment is available to support children's play, all of which is checked to ensure it is safe for their use. The childminder ensures that children are within her sight or hearing at all times. An accurate record is maintained of the children's attendance. Children are only permitted to leave the childminder's house with named person's on the contractual agreement. In emergencies a password is used to identify unknown persons. This helps to ensure children are safe.

Children learn about safety issues particularly when out and about. They learn not to approach a dog unless the owner says it is safe for them to do so. They understand the need to take care when approaching swings or other playground equipment. Road safety is effectively promoted and children understand why it is important not to walk close to the kerb. All aspects of road

safety are discussed with the children. Should they become lost older children are made aware of a meeting point to aim for. They also know to ask for help from someone in authority such as the police or a shopkeeper. The childminder takes emergency supplies and contact details for all the children when on outings. Children know how to use the childminder's mobile and landline phone in case she has an accident and to dial 999. Regular fire drills using a variety of different scenarios help children to understand the importance of keeping themselves safe.

Children are protected from harm as the childminder has a good understanding of child protection procedures and her responsibility to protect children in her care. She is aware of the signs and symptoms of abuse and her duty to report any concerns, although she is not aware of the change from Area Child Protection Committees to Local Safeguarding Children Boards and the impact this may have for reporting concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, relaxed and content in the childminder's care. They are confident to approach the childminder and seek out a cuddle when needed. The childminder offers lots of reassurance to less confident children, gently encouraging them to participate in activities. She guides children and demonstrates how activities can be fun. As a result children, although tentative at first, gradually join in as their curiosity takes over. For example children look as the childminder starts to cut and stick shapes and then participate with her support. As their confidence grows children complete the activity independently. Younger children in particular enjoy sharing books and snuggle up to the childminder as they look at the pictures. The childminder encourages the children to talk about what the book may be about. Children recognise the crocodile and go 'snap, snap' and pull a scary face when they see a tiger. They recognise that the monkey is eating bananas and point to bananas in the childminder's fruit bowl.

Children enjoy messy play a favourite being sticking. They learn about different colours and shapes, concentrating on two at a time such as red and yellow, square and circle. Once these are learnt they move on to others. Children cut the shapes and stick them on paper, randomly at first and then in a more structured way. To improve the provision for children aged under three years, the childminder has completed the 'Birth to three matters' framework so that it can inform her practice within the setting. Older children are involved in decision making regarding their play and help themselves to the resources available. They make friezes to display on the wall such as sea life. They enjoy 'Sing Star', a game using the play station where a camera records the children singing and then they can watch themselves on the television replay. Generally children are happy and content in their play.

Helping children make a positive contribution

The provision is satisfactory.

Children are made to feel welcome and all children are valued and included regardless of their needs. Although the childminder is not currently caring for children with learning disabilities and difficulties she demonstrates a positive attitude in ensuring that all children's needs are met in consultation with their parents. The childminder endeavours to establish good

relationships with parents and they are invited to an 'interview' where they are able to determine whether they feel the childminder will provide the care their child needs. It provides an opportunity to ask questions and develop trust. The childminder discusses her policies and procedures although parents do not receive a written copy of these. Importantly, it provides an opportunity also for the child and childminder to get to know one another as the childminder insists that the child comes along to these initial visits. Settling in is organised around the needs of the child and is often done over a gradual process. This helps children feel happy and relaxed in their environment.

Children know the routines and what is expected of them. They know that they must sit at the table to eat their food and help to tidy away toys after use. Children are given plenty of encouragement and praise to encourage them to behave well on occasions using star charts for reward. The childminder always focuses on the positive aspects of children's behaviour rather than the negative and consequently children behave appropriately. Behaviour management strategies are discussed with parents.

Children are beginning to develop an awareness of different cultures and regularly use the library to select books which give an insight to other countries, people and their beliefs. Children have tasted various foods such as Indian, Chinese and Italian cuisine. However, other resources and play materials to reflect diversity are limited and children have not looked at different cultural celebrations and festivals therefore limiting their appreciation of other people's differences.

Organisation

The organisation is satisfactory.

Children's time at the childminder's house is organised with a clear and defined structure to the day. Activities are planned inside and outside the home and are organised around school collection. The childminder ensures that her time is spent with the children encouraging their learning and development. Activities for the younger children are adult led although they have opportunities to also make choices about some aspects of their play.

Appropriate and detailed records are maintained for each of the children to ensure that their care needs are adequately met and this information is regularly updated. These records are clearly referenced and stored securely, yet easily accessible should information need to be obtained quickly. However, the childminder does not have any written policies and procedures to clarify how she manages her childminding arrangements. In addition, she is not conversant with all the recent changes in legislation to consistently promote children's welfare. However, she ensures that information regarding her practice is shared with parents and carers verbally.

The childminder continues to develop and enhance her practice by attending relevant training courses to update her knowledge and skills. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the childminder was required to: improve children's safety when on outings; ensure good hygiene practices were in place regarding hand washing; increase resources and activities to promote equality of opportunity and anti-discriminatory practice, and ensure that children's records contained information which enables appropriate care to be given. Written parental consent is now obtained for transporting children in a vehicle and appropriate car seats and restraints are in place. The childminder implemented new routines for hand washing after the last inspection and provided each child with their own hand towel. However, she did not find this successful and children currently share a towel to dry their hands. A clean towel is provided each day. The childminder is reviewing hand washing procedures in light of this inspection. The childminder has attempted to develop children's awareness regarding cultural diversity. They regularly visit the library to select books which explore different cultures and taste a variety of different foods within the childminder's home. However, activities and resources remain limited and as a result of this inspection, a recommendation has been made. Children's records contain all the relevant information necessary for appropriate care to be given.

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 copy 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):

- improve further the good health of children and prevent the spread of infection, for example obtaining a list of notifiable and communicable diseases and being familiar with the relevant procedures
- improve further knowledge of Local Safeguarding Children Boards and their procedures for reporting child protection concerns
- further enhance play and learning opportunities for younger children, for example implementing the 'Birth to three matters' framework

- continue to increase resources and planned activities which promote positive images of race, culture, gender and disability
- continue to develop policies and procedures for the safe and efficient management of the provision and to promote the care, welfare and learning of 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