

Inspection report for early years provision

Unique Reference Number	EY269322
Inspection date	13/12/2007
Inspector	Rosemary Musgrove

Type of inspection	Care
Type of care	Childminding

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be freely reproduced in whole or in part for non-commercial educational purposes, provided the source and date of publication are stated.

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 provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

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 two young children in Littlehampton, West Sussex. Childminding takes place on the ground floor of the property. There is a rear garden for outdoor play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding three children on a part-time basis.

The family lives near to local schools, shops, pre-school and community parks.

The family has one pet cat.

The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and orderly environment that is suitable for food preparation. The childminder encourages children to develop healthy routines and independence in their personal care. For example, young children visit the toilet and wash their own hands.

The childminder maintains appropriate records if a child has an accident or requires medication; however, she has not requested parental permission to seek emergency medical treatment. In the past, the childminder has undertaken first aid training; however, she does not hold a current first aid certificate. Children who are infectious do not attend; this ensures that other children do not catch unwanted illnesses.

Children are cared for by a childminder who understands the importance of a nutritious and balanced diet. Children learn to make healthy choices for their snacks, from a range that includes bananas, apples and rice cakes. They enthusiastically use a fork to feed themselves tuna pasta and sweet corn for lunch. Children independently help themselves to a drink whenever they are thirsty.

Children visit the local park and develop their physical skills on the climbing frame and balancing equipment. In the summer, they play in the childminder's garden and use the paddling pool, skipping ropes and play tent. Children have plenty of fresh air on regular walks with the childminder.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are looked after in relaxed accommodation that offers a home from home environment. They spend much time in the playroom, which is suitably organised and gives children clear space to move around independently. Children select from a range of appropriate resources that are clean, for example, a play mat, vehicles, large blocks and games.

Children play in a home where the childminder is aware of a number of potential hazards. She has implemented safety measures to protect children from harm. These include stair gates, socket covers and safety locks on lower kitchen cupboards. Before children arrive, the childminder moves hazards, such as glasses, and checks that her toilets and floors are clean. The childminder knows how to evacuate her house in the event of an emergency. She has a fire blanket, carbon monoxide detectors and smoke alarms.

The childminder has a satisfactory understanding of keeping children safe on outings. They hold hands when walking, learn about stranger danger and road safety.

Children are cared for by a childminder who has a knowledge and understanding of the signs and symptoms of child abuse. She has the relevant documentation and knows whom to contact if she had concerns about a child in her care.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well, make themselves at home and thoroughly enjoy their time with the childminder. This is because they select from a good range of interesting and worthwhile activities and have a good relationship with the childminder. The childminder really interacts well with the children and there are many opportunities to extend their play and to develop their language and vocabulary skills.

Children benefit from having clear floor space in the playroom. They are motivated to construct a railway track alongside the childminder. Children are encouraged to have their own ideas and to try these out, yet the childminder skilfully intervenes when appropriate, for example, she helps them construct a big, tall bridge. Children develop their counting skills as they count eight trains and the childminder extends this learning by talking about 12 carriages.

Children enjoy a range of creative activities. For example, they make a Christmas card and carefully select feathers, cotton wool and shiny pieces to glue and stick on the card. They enjoy cooking activities and make Rice Crispie cakes. In the school holidays, children go on visits for the day. Recent trips have included a train ride to Chichester for bowling and a visit to Fisher's farm.

Children are beginning to develop a love of books. They regularly visit the local library and are keen to snuggle up with the childminder and read a story about

Thomas the Tank Engine. Children and the childminder play a variety of board games and these include Pairs and Connect Four. This means children learn important social skills, such as taking turns.

Helping children make a positive contribution

The provision is satisfactory.

The childminder knows about the individual needs of the children in her care. For example, she has a detailed sheet of their food preferences and dislikes. She has a limited knowledge and understanding of equal opportunities and diversity. Resources that help children learn about other people include small world figures with disabilities and hand puppets from other cultures. The childminder talks to the children about some festivals and at Diwali, they eat curry and popadoms. However, resources and activities that encourage children to develop a positive attitude to diversity are limited.

Although the childminder has not cared for a child with a learning difficulty or disability, she is happy to consider this if she could accommodate their needs.

Children behave well in the childminder's home. If a child is not behaving appropriately, the childminder asks them to stop the unwanted behaviour and, if necessary, uses time out. If there is a serious behaviour issue, the childminder discusses the concerns with their parents. Children benefit from much praise and positive reinforcement. This helps them to develop a positive attitude to their learning.

If parents are interested in using the childminder's service, they visit her home and browse the information folder. This contains business details and sample menus and activities. Verbal communication takes place every day and if parents wish, the childminder provides a written diary sheet. This gives details of food, potty training and activities. These factors mean that parents know about their child's care. The childminder asks parents to complete a questionnaire. The responses show that parents like the varied meals and the childminder's adaptable and caring approach.

Organisation

The organisation is satisfactory.

Children are cared for by a childminder who loves spending time with them and joining in their activities and play. This means that children are happy and spend their time purposefully in the childminder's home. They play in a home that is organised to give as much clear space as possible. They have a range of appropriate resources and enough adult attention to help them feel secure and settled.

The childminder displays her certificate of registration and has a number of the required records and documentation in place, for example, a record of the children's attendance. The childminder knows about the importance of confidentiality and

children's personal information is securely stored.

Parents have the opportunity to discuss their child's care every day. This contributes to the continuity of the children's care.

The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

At the last inspection, the childminder was asked to plan suitable activities and provide appropriate resources for children from four to under eight years of age, and to ensure that accurate records of attendance are maintained. The childminder now plans suitable activities and has appropriate resources for children from four to under eight years of age. This means that children take part in worthwhile learning experiences. The childminder maintains accurate records of attendance and this promotes the continuity and safety of the children's care.

The childminder was asked to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. The childminder has done some work to improve this recommendation but currently there are not enough appropriate resources and activities to ensure that children learn about anti-discriminatory practice.

Complaints about the childcare provision

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 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):

- seek permission from parents for emergency medical treatment
- attend a paediatric first aid training course
- continue to extend a broad range of resources and activities, which reflect diversity.

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 2473) which is available from Ofsted's website: www.ofsted.gov.uk