



Inspection report for early years provision

Unique Reference Number	EY269644
Inspection date	08 December 2006
Inspector	Rachel Edwards
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 was registered in 2003. She lives with her partner and four-year-old son in a house in Liden, Swindon, within walking distance of local amenities, schools and parks. The whole of the house may be used for childminding, although most care takes place on the ground floor. There is an enclosed garden for outdoor play. The family have a pet rabbit that lives outdoors.

The childminder is registered to care for no more than five children under eight years. The registration does not include overnight care. She currently cares for one child under five years. The childminder is the vice chairperson of Liden pre-school and she is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a bright, clean and welcoming home, where the childminder takes good steps to prevent children from illness and infection. For example, she does not care for children who are unwell. Children learn about the importance of good personal hygiene, as they wash their hands after using the toilet and before eating, whilst the childminder explains that germs will make them poorly.

The childminder has a good understanding of healthy eating and children's dietary needs. Children benefit from a range of healthy and nutritious meals and snacks, such as fresh fruit, which they help choose and prepare. They enjoy cutting the banana and are warmly praised for their efforts. They often take part in cooking activities or try new foods and these enjoyable experiences help them to learn about healthy eating.

Children are encouraged to be physically active each day. They regularly play in the garden, where there is a range of play equipment, such as a slide and small trampoline, although the garden has a stone chip surface, which is not ideal for play. However, the childminder frequently takes children to local parks, where they are able to safely run around and enjoy other activities, such as feeding the ducks or collecting leaves.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are generally well protected from harm or injury by the childminder who has a good understanding of safety issues. She has identified most hazards in her home and taken steps to minimise the risk to children. For example, she uses safety gates to keep children out of the kitchen whilst she cooks. She thoroughly researches safety issues, for example poisonous plants and road safety and uses this knowledge to help protect children. She often plans themed activities around safety issues to help children learn to keep themselves safe. For example, a recent topic on fire safety, included making a large wall display with the children, watching videos and reading linked stories and practising an emergency evacuation of the house. However, she had not identified the risk of her banisters which are inviting for children to climb and her bathroom door has a low bolt so that children could become locked inside.

There is a wide range of good quality, developmentally appropriate toys for children to play with. They are well organised and stored where children can reach them for themselves. Equipment is well maintained and supports children's needs.

Children's welfare is safeguarded by the childminder who has a good knowledge of child protection issues and has attended training on this subject. She informs parents of her responsibilities and would be able to follow the approved procedures should she have concerns about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled at the childminder's home and have formed warm and trusting relationships with her. The childminder has created a very child centred environment where children feel welcome and are able to move freely, choosing toys they would like to play with. Classical music creates a calm and relaxing atmosphere. The childminder uses her sound knowledge of early years guidance, such as the 'Birth to three matters' framework and the Foundation Stage curriculum to plan a wide variety of really interesting activities and outings that children enjoy and help them develop in all areas. She often plans activities around a theme, such as autumn, weather or the senses. For this last topic, children made a large wall display, tasted food, felt different textures and listened to music. These linked activities help children to develop ideas and make connections in their learning.

Children regularly enjoy sensory activities, such as making and using play dough. They learn about weight and numbers as they measure the ingredients and are encouraged to feel and describe the texture of the 'slimy' oil and 'cold and sticky' dough. There are attractive displays of children's art work and photographs of them involved in activities, which they enjoy looking at and helps raise their feeling of self worth. The childminder takes every opportunity to help young children learn, for example, by stressing the initial sounds in words and using mathematical language such as bigger, smaller, more and less.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the childminder's home and form good relationships with her and her family. The childminder takes account of children's needs and parents' wishes as she plans her daily routine so that children's individual needs are well met. Parents are kept very well informed about all aspects of the care provided. They receive copies of all policies and give their written consent for all relevant areas. They receive daily written diaries that inform them of their child's day. This good level of communication builds trusting relationships, which helps children feel secure and settled.

The childminder manages children's behaviour in a caring and sensitive way. She nurtures children's self-esteem and builds their confidence through sincere praise and encouragement. Children begin to learn how to keep themselves safe, for example, through themed activities; learning about road safety and being reminded about house rules, such as holding the banister on the stairs.

Children learn to value their local community, through regular outings, for example, to the town, toddler groups, toy library and park. Here they have the opportunity to socialise with other children and adults. They are beginning to learn about the wider world, for example, through talking and sharing stories about other cultures, listening to a range of music and playing with a variety of resources that help them value similarities and differences between themselves and others.

Organisation

The organisation is good.

The childminder is well organised and efficient in all aspects of the care she offers. Her home is well laid out to provide a child centred environment where children can move freely and safely and select resources they need. She plans her daily routine carefully to make sure that children's interests and needs are taken fully into account. The childminder meets the needs of the range of children for whom she provides.

The childminder regularly attends training to enhance her skills and knowledge in most areas of childcare, such as food hygiene, child protection and behaviour management. She frequently meets with other childminders and enjoys sharing aspects of good practice.

All of the required documentation to support children's welfare is in place. It is carefully and confidentially maintained. Parents are kept very well informed

Improvements since the last inspection

At the last inspection, the childminder was asked to improve her practice by improving some aspects of safety within her home. These are no longer relevant as she has since moved house.

She was also asked to ensure all her documentation relating to childminding was up-to-date and available for inspection. All the required documentation to support children's welfare is now carefully and accurately completed and available for inspection. These improvements have had a positive effect on children's safety and well-being and have ensured parents' wishes, regarding the care of their children, are being taken into account.

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 children cannot climb the banisters or become locked in the toilet.

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