

Inspection report for early years provision

Unique Reference Number	EY286728
Inspection date	17 May 2007
Inspector	Georgina Walker

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 2004. She lives with her husband and child aged five. The whole of the ground floor and bathroom upstairs in the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has two dogs and a bowl of fish.

The childminder walks to the local school to take and collect children. She attends the local parent, carer and toddler groups and takes children to the local library and park.

The childminder is registered to care for five children at any one time and is currently minding three children, all of whom attend on a part-time basis. One under five all day and two over five before and/or after school.

The childminder has experience of supporting children with learning difficulties and/or disabilities. The childminder is a member of the National Childminding Association (NCMA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's all-round good health and the promotion of a healthy lifestyle, by eating a varied menu and getting fresh air, is effectively implemented by the childminder. Exclusion policies are implemented effectively to prevent the spread of infection if children are ill. A first aid certificate is held to ensure children's needs are met in a minor emergency. A first aid box contains all relevant equipment. Written permission for seeking any necessary emergency medical advice or treatment has been obtained. Few accidents have taken place and the administration of medication is limited, as children usually stay at home if they are ill. Permission for giving medication is provided by parents on the day medication is to be given. Documents to record accidents, incidents and significant injuries a child may arrive with are available. However, insufficient information is recorded regarding the size of injuries and if children have had an injury elsewhere, such as at school. This does not fully meet children's needs should a further injury occur.

Children's well-being is promoted effectively as the childminder promotes very good hygiene routines which contribute to the minimal risk of the spread of infection. Independence regarding toileting is successfully promoted as the children develop the skills necessary to take themselves to the toilet. Young children are given support as necessary and are able to rest in their pushchair and be active according to their needs.

Children benefit from a healthy diet. They are offered drinks regularly and can access water or juice at any time. Snacks are well presented and enjoyed by the children, who are developing an understanding of the need for a healthy and nutritious menu. Their individual likes and dislikes are accommodated, such as having toast for snack and grapes after the sandwich lunch. Their parents are informed of what the children have eaten each day to assist in planning a balanced diet. The childminder is aware a main meal will be eaten by all children at home in the evening. The childminder has a good understanding of special dietary needs and allergies to foods to ensure all children have their dietary needs met.

Children enjoy a wide range of physical play experiences to grow and develop new skills. They have access to an interesting range of play equipment indoors, outdoors and at the local parks. They enjoy activities such as using the Space Hopper and wheeled toys outdoors. Activities ensure mobility is developed and is also extended when using balls and running in the park. Access to a range of stimulating resources, such as puzzles, and activities indoors develops their small movement and co-ordination skills and successfully contributes to their development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children's safety is not fully promoted throughout the premises as there is a potential hazard in the design of the fire in the living room and in the garden there is equipment, which is to be removed. However, the childminder does have a written safety policy and is aware the ladder and barbecue equipment is not to be accessible to the children when they use the garden. Younger children do not have access to potentially hazardous small toys as the childminder carefully monitors the use of resources. When caring for under threes they are encouraged to develop an awareness of safety as they play, become more mobile, and learn about boundaries and what is off limits. Older children are aware of the potential hazards of their toys if younger

children are playing and use the dining table to keep inappropriate toys, such as drawing equipment out of reach. An awareness of safety during a fire is promoted effectively as the written procedures, shared with parents and children, have been practised. Children are also developing an awareness for personal safety as they respond to the childminder's expectations when they are on school journeys and outings. Supplementary permission sheets have also been obtained by the childminder relating to the care of the children, including transportation in vehicles and using suncream, to ensure children's needs are met with regard to safety. This is further extended as written permission for seeking treatment in an emergency is carried by the childminder to meet children's medical needs when they are on outings.

The children's well-being is further promoted as the childminder has an understanding of child protection procedures and how to put these into practice. She has a copy of 'What to do if you're worried a child is being abused' and aware of Local Safeguarding Children Board procedures, but a copy is yet to be obtained. The childminder is aware she must inform Ofsted if a referral is made. A copy of a brief policy, written by the childminder, is given to parents informing them of her duty to protect children.

Children are cared for in secure and suitable premises which are warm and welcoming and create a stimulating environment in which they play and learn. Their individual skills develop competently with the age-appropriate resources. Children can independently select activities from the wide range of good quality toys and equipment. Resources are stored in two boxes for access by the children. They can request activities or choose from those presented, depending on the ages and stages of those present. Access to the outdoor play area is via the kitchen to enable children to have age-appropriate access to the garden. A play house is available outdoors to provide the children with opportunities for imaginary play.

Helping children achieve well and enjoy what they do

The provision is good.

Children access a wide range of age-appropriate resources in the childminder's home. Their development is supported effectively as the childminder has some knowledge of child development. The childminder has not attended formal training to develop her awareness of the 'Birth to three matters' framework, although she attended a briefing session at the local childminder's group. She has not developed planning, nor currently records children's progress, although she has a routine worked around the school day and makes reference to the aspects of the framework. This ensures she provides some activities linked to each aspect each day to meet children's developmental stages. The resources and activities, including outings, are provided to ensure children develop their skills and movement, social and intellectual capabilities. However, as specific play plans are not produced this cannot be assessed accurately to plan for future needs.

Language development is ensured as the childminder constantly talks to the children and encourages them to share their interests or discuss activities or resources. Children enjoy painting, crayoning and messy play as they learn about textures and becoming creative. Outdoors a combined water/sand tray give opportunities for malleable play. Children also engage in musical activities and have access to a microphone and keyboards. Information regarding children's activities is recorded briefly in the child's daily diary. Any significant developmental progress is shared verbally with parents and is not recorded to ensure development is promoted effectively. Children are confident in the setting and become engrossed in play for extended periods, especially with toy animals, a farm and Noah's Ark. Older children engage in producing puppet shows after they have created their own puppets, they did this in the Easter school

holidays. Children's craft work is given to parents or saved as a record in scrap books, which provides some evidence of progression of such things as mark making skills. The children enjoy visits which help them to socialise, at toddler and childminder groups, before they move on to nursery school or school.

Helping children make a positive contribution

The provision is good.

Parents attend for a visit to discuss information about the services provided and how their child will be cared for. A portfolio of documents is presented to share with parents. Written policies and procedures are discussed and copies given to the parents to retain. The Ofsted poster, complaints procedures and the log book information is shared with parents. However, the detail does not include reference to investigating complaints within twenty eight days or the correct Ofsted contact number. Information regarding activities the children have been engaged in, their meals, toileting and any rest periods is recorded in a daily diary. The ongoing sharing of information ensures any changes to children's circumstances can be addressed immediately and builds a closer partnership with parents to meet the needs of their child.

Children are welcomed and valued in the setting as the childminder uses discussion with parents and written details on information sheets to ensure individual requirements are met. The records contain questions relating to the child's ethnic origin, any religion followed and languages spoken, to ensure children's needs are met. An awareness of a range of potential learning difficulties and disabilities of children assists in ensuring inclusion for children and the promotion of differences. Children are developing an understanding of how everyone positively contributes in society. Resources which promote and represent the wider community are readily available in a range of books, puzzles, dolls, small world figures and celebrations of a range of festivals, often linked to crafts. Equality of opportunity is promoted effectively through the activities which are adapted age-appropriately and children's specific needs are very well considered. Older children demonstrate care and understanding of other children's stages of development. The good levels of support ensure that all children are included and receive a great deal of individual attention so that their needs are effectively met.

Children develop a strong sense of independence and self-worth as they are encouraged to follow rules as they progress through the developmental stages. Children are well aware of the reasons for the rules about not running in the house or on school journeys to ensure their own safety. They are purposefully occupied and reminders regarding the expectations of the childminder are responded to. The use of praise, encouragement and good manners contributes effectively to the children being confident in the setting and the development of a sense of belonging to a wider family group.

Organisation

The organisation is good.

Children are supported by the childminder's good organisational skills which ensure their time with her is worthwhile. Overall the children's needs are met. The childminder meets the qualifications requirements with regard to first aid, which she has already booked to renew in 2007. Her knowledge of the regulation requirements is not fully developed as she has to address some minor issues regarding detail in documents and the sharing of current information with parents regarding complaints procedures. She meets the needs of the children and generally

maintains their records effectively. The register of attendance shows the exact times of arrival and departure of each child. Her policies promote the welfare, care and learning of the children.

The way that the childminder organises space and resources means that children take decisions and develop increasing independence. Her routine regular journeys to and from school are used as learning experiences, especially with regard to safety. The childminder prepares for each session, depending on who is to attend with resources to stimulate the children. The children are very happy in the setting and enjoy the wide range of play opportunities, becoming fully absorbed in their play, which is presented to provide age-appropriate levels of challenge. Children's confidence grows and they share toys animals and small world figures with visitors. Children benefit from being under the childminder's direct supervision. Records of the progress of all children, to further assist in promoting their development and the partnership with parents by sharing the documents, is not yet developed.

Improvements since the last inspection

At the previous inspection the childminder agreed to obtain written permission from parents for transporting children in a vehicle. She has obtained the NCMA supplementary sheet for a range of permissions, which include transportation in vehicle. Parents can be assured the childminder now meets this regulation criteria as she has developed the formal arrangements regarding her provision.

Complaints since the last inspection

Since 1 April 2004 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.

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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 children's safety is consistently promoted
- continue to develop the planning of activities and recording of children's progress to meet their developmental needs
- continue to develop awareness of the criteria to the regulations and ensure parents are informed of current processes with regard to complaints.

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