



Inspection report for early years provision

Unique Reference Number	EY291687
Inspection date	31 August 2005
Inspector	Sarah Catherine Jex

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.
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WHAT SORT OF SETTING IS IT?

The childminder was registered in 2004. She lives with her husband and two children aged nine and seven in the town of Dunstable, Bedfordshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding five children under eight on various days and hours of the week. The childminder walks to the local school to take and collect children. The childminder attends a local parent and toddler group, takes the children to the local

library and parks

The family has a guinea pig and a rabbit.

The childminder is currently a member of the National Childminding Association

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are warmly welcomed into a friendly home environment where they can play, rest and sleep according to their individual needs. They are beginning to learn about simple hygiene practices and personal care through their daily routine and appropriate role modelling from the childminder. For example, washing hands after playing in the garden, after toileting, and before eating. Children have individual flannels which prevent the spread of germs, along with encouraging them to be independent. Younger children's personal care is fully supervised. The childminder checks nappies frequently and changes these as often as necessary.

Children's individual dietary needs are met by the childminder taking into account the parents' wishes. They generally enjoy healthy homemade meals and snacks. For example, shepherd's pie, lasagne and including a range of vegetables and different fruits. Children are encouraged to try new tastes during meal and snack times, along with having cooking activities. Children are offered a choice of drinks on a regular basis.

Children enjoy a wide range of energetic physical activities that contribute to a healthy lifestyle. These include the children making up different obstacle courses and either racing against each other or being timed individually. Children are beginning to learn the control and abilities of their bodies and adapt the course to enable the younger children to participate. They are developing self confidence in their physical skills as they use a range of indoor and outdoor toys and equipment. This includes opportunities for active play, frequent walks and visits to the local park, bowling centre and walking in the woods.

The childminder has the majority of records and documentation in place to promote children's health and well being. However, she has not obtained parental permission for emergency medical treatment and advice.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an environment which allows them to be relaxed and generally feel very much at home. There is space to play, explore and move independently. The childminder is alert in her supervision. Children are safe in and around the home and suitable measures are in place, such as stairgates to prevent access to the stairs and other potential risks are minimised. Children have a good

knowledge of what to do if the need arose to evacuate the house. This is practised on a very regular basis.

Children have access to a wide range of toys and equipment which enable them to develop at their own level and individual needs are mostly met. They are able to freely choose the available resources from child height storage boxes. Children are encouraged and are beginning to help tidy up when finished playing. This helps children to have respect for other people's belongings and to prevent accidents. Children experience different play environments due to the childminder incorporating outings within the daily routine to the local park, library and toddler groups.

Children are protected from possible abuse and neglect. The childminder has a clear understanding of the procedures to follow. However, there is not a confidential recording system in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well-settled and happy at the childminder's home. They are secure and confident in themselves and with the other children attending. Children are sociable and the way they relate to the other children is a pleasure to watch. They share games and activities together and help each other out. For example, when building the obstacle course the older children planned and made it, but adapted some of the activities to allow the younger children to participate. Children's independence skills are developing as they take part in child-led activities using their own imaginations.

Children are supported well by the childminder whilst providing a wide range of stimulating and challenging experiences for them. The activities are varied and appropriate to the children's development, this enables them to move forward and to progress. Children have opportunities to explore growth and change by taking part in simple experiments such as growing cress and cooking activities. This is an activity they particularly enjoy as they sample their efforts and help clear away afterwards. Children enjoy being creative and contribute to the activities in meaningful and purposeful way. The childminder is adept in introducing language and mathematical knowledge into everyday play as they take part in songs, counting, simple arithmetic and discussions. Children play an active role in helping to plan activities which are documented in a diary, either in picture or written form. Their progress is monitored as the childminder and the children evaluate the activities provided. This gives a clear picture of how the children are learning and enables the childminder to plan for the next stages in their development.

Younger children benefit from the childminder having knowledge and working with 'Birth to three matters' framework. Individual children's routines are respected which promotes children's well-being and contributes to them making progress at their own pace.

Helping children make a positive contribution

The provision is good.

Children have a positive attitude and are provided with a well-balanced view of the world around them and an awareness of diversity through activities promoting festivals and different cultures through books, discussion and other resources. Children visit places in their community. For example, toddler groups, parks and the woods. All children are accepted and valued and activities can be adapted to meet the needs of all.

Children present are happy, secure and play well together. They have an excellent awareness of the boundaries and acceptable behaviour as they share toys and time with the childminder. Older children are involved with making the 'house rules' which they help the younger children to understand and learn. Children have developed some understanding of each others needs. Dramas are avoided through well managed strategies and children are offered time out and discussion on a one to one basis. Older children integrate well with the younger children and involve them in their play and activities, making allowances for them or adapting the activity to suit their needs. Children respond well to direction and happily carry on with their choice of play. Children have a strong sense of belonging not just in the environment but as a group. This was evident in the way they played harmoniously together. Children independently access toys and equipment, visit the toilet and feed themselves with minimum supervision, clearly showing their confidence and security.

The childminder has developed secure relationships with parents which impacts again on the confidence and security of each child. Children's progress and daily achievements are discussed and parent's involvement is encouraged. This exchange of information contributes to the children's health, safety and development. Parents are provided with information about the childminder's practice both written and verbally.

Organisation

The organisation is good.

Children are relaxed, feel secure and comfortable in the well-organised environment. The space, resources and daily routine are organised appropriately. Children are confident when choosing their own play and seek adult support when needed. Most documentation is maintained. It is well- organised and is used effectively in most areas to promote the care, welfare and learning of each child. Records are shared with parents and they can access them at any time. Verbal information is exchanged on a regular basis about their child's progress and achievements. This contributes to a trusting relationship which impacts positively on the children.

Children benefit widely from the childminder's awareness of the importance of record keeping and maintaining ratios in order to be able to fully support each child and meet their individual needs. The childminder continues to add to her own personal development through training such as completing the developing childcare practice certificate and 'Birth to three matters' framework training. This enables her to offer good care and facilities for the children. Overall the childminder meets the needs of the children who attend.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There are no complaints to report.

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):

- request written permission from parents for seeking emergency medical advice or treatment
- ensure there is a suitable system in place for recording any concerns you may have about a child in your care.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk