



Inspection report for early years provision

Unique Reference Number	EY299481
Inspection date	05 August 2005
Inspector	Alison 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?

This childminder registered in 2005. She lives with her husband and 2 children aged 4 and 6 years in a semi-detached house on a residential estate in a village. Minded children use the ground floor of the premises, with access to the first floor bathroom and 3 bedrooms as needed. There is an enclosed garden for outdoor play. The childminder is registered to care for a maximum of 4 children at any one time. There are currently 2 minded children on roll. The childminder holds a recognised early years qualification at Level 3. 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 clean and comfortable home where good hygiene arrangements help promote their health and minimise risks of cross-infection. For example from a very young age they begin to gain an understanding of good self-care practices as the childminder encourages them to use individual colour-coded hand towels to dry their hands. The childminder's good understanding of how to apply current health and hygiene guidelines, such as obtaining professional training to administer any specialist medical treatments, helps ensure children's continued health and well-being. Systematic arrangements are in place to share information on children's individual health and medication needs and on any accidents, so enabling the childminder and parents to work well together to meet children's needs.

The childminder helps promote children's physical well-being by planning flexible daily routines taking account of individual children's stage of maturity and care preferences, for example with regard to sleep patterns. Daily activities regularly enable children to develop their large muscle skills, for example when visiting local parks or using play equipment in the garden. Children develop increasing hand-eye coordination, for example when a younger toddler concentrates on handling glue spreaders and positioning collage materials such as glitter and paper shapes, or an older child enjoys writing for fun when completing a quiz.

Suitable arrangements are in place to enable the childminder to meet children's individual dietary needs, for example recording information from parents about food allergies or requirements. Regular meals and snacks often include nutritious items such as fresh fruit, so introducing children to some healthy eating habits. Drinks, such as covered jugs of dilute squash, are readily available, so helping to ensure children take sufficient fluids.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are relaxed and at ease within the secure and well-maintained family home. Good use of the spacious semi-open-plan ground floor area enables children to move confidently and freely between various easily supervised activities, for example when older children choose to use the side play room for electronic games, whilst younger children move between quiet play in the lounge and collage activities in the breakfast kitchen. Direct access to the garden and frequent visits to local facilities enable children to enjoy access to a range of outdoor and large physical activities.

The childminder promotes children's safety well by offering good supervision taking account of their stage of maturity and current activity, for example giving direct supervision to a toddler handling small collage materials and ensuring use of wheeled toys on the stepped patio area is fully supervised. Suitable safety

precautions, such as secure storage of household chemicals and medicines, help minimise potential hazards to children. Children access a varied selection of good quality resources and play materials appropriate to their developmental needs, such as an extensive railway layout or play kitchen to help them use their imagination, or interesting books, both fiction and non-fiction, appropriate to their stage of language development. Older children begin to understand how to act safely and responsibly as the childminder encourages them to use items such as small plastic construction bricks in an area away from younger children.

The childminder has a working knowledge of what child abuse and neglect means and is aware of her responsibility to act on any child protection concerns. Current details of agreed local child protection procedures are readily accessible for reference, so enabling her to safeguard children's welfare appropriately.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled and relaxed in their dealings with others, for example confidently using gestures and language to communicate their wants and needs to the childminder or to other children. Older children begin to understand how to negotiate, for example about what activities to choose. They are often interested and engaged in their activities, for example when older children enthusiastically use non-fiction books to complete quizzes set by the childminder, or when younger children show pleasure in the colours and textures of varied collage materials like glitter and plastic beads. However resources are sometimes not presented to best effect to help children extend their independence, for example when younger children have difficulty trying to transfer loose glitter from open bowls or bags.

Children's daily activities are informally planned to have regard to individual preferred care routines and availability of local facilities such as stay and play sessions. This enables children to experience varied play opportunities to support their overall development, for example mixing with other children at toddler groups, learning about the world around them as they visit local shops, library or park, or enjoying language as they share books and stories. The childminder is aware of the existence of materials such as the Birth to three matters framework although does not yet make use of this when planning experiences and activities for younger children.

Helping children make a positive contribution

The provision is good.

The childminder's calm and affectionate approach helps children settle readily and begin to make confident relationships with others. She has a good awareness of positive methods to help encourage children's acceptable behaviour, such as using praise and acting as a good role model. Consistent expectations, taking account of children's level of maturity, help them begin to care for themselves and their surroundings, for example as they learn to wash their hands or handle ingredients

appropriately when making a cake. Children learn to work harmoniously together, for example when older children cooperate in solving quiz questions or as the childminder encourages younger children to share collage materials. Older children begin to appreciate differences in ways of life as they look at books about life in different historical periods, whilst younger children become familiar with their local community as they visit facilities like the library or local shops and parks. They begin to learn to respect individual differences as they use dolls with different skin tones or use books reflecting different cultures. The childminder recognises the importance of careful liaison with parents to establish the care requirements for any child with identified special needs.

Good arrangements are in place to enable the childminder and parents to work in partnership to support children's individual care needs. The childminder has regard to clear information about children's individual health, care and dietary needs, ensuring these can be met. In addition to initial visits, prospective parents receive written information about the childminding service to help them in their initial care choices. Use of care diaries supplements daily discussion with parents about children's activities and progress, so helping make good links with home.

Organisation

The organisation is good.

Children are relaxed and confident in the comfortable family environment where they learn to relate well to others and develop enjoyment in their activities. Readily accessible registers and individual contact details contribute to the effective organisation of children's care. The childminder uses her existing childcare knowledge and experience well to establish clear and helpful information and policies helping to ensure she and children's parents have a shared understanding of the arrangements underpinning children's care. She shows a readiness to develop her practice further, for example by attendance at further training. Overall the care provided meets children's needs.

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

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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):

- further develop effective organisation of resources to support children's learning with particular regard to encouraging children's independence.

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