



Inspection report for early years provision

Unique Reference Number	EY313357
Inspection date	23 March 2006
Inspector	Bridget Copson

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 has been registered since August 2005. She lives with her husband and 2 children, aged 2 and 5 years, in the village of Corfe Mullen, Dorset. The whole of the ground floor is available for childminding, offering use of the sitting room, dedicated play room, toilet, kitchen and hall. The first floor is only accessed for children to use the childminder's own bedroom and the box room, for children's rest times. There is a garden for outdoor play at the back of the house.

The childminder is registered to care for a maximum of 4 children under 8 years at any one time. She currently has 4 children under 5 years on her register, all of whom

attend on a part time basis. The family keep a pet cat.

The childminder holds a Diploma in Nutrition and attends courses and workshops relevant to the care of young children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about keeping fit and healthy, through a good range of play provision and physical activities every day. For example, trips to the park, local farms, music and movement sessions and using a range of small scale equipment in the garden. They also enjoy indoor activities, such as bouncing on the mini trampoline, crawling through the tunnel, playing in the ball pond and using push along toys in the hall. Younger children's physical development is promoted well by the childminder, through supporting use of such resources and encouraging them to join in action songs. Children's daily routine includes at least one outdoor activity for fresh air and exercise.

Children learn about healthy eating habits through enjoying a nutritious range of snacks, such as fresh copped fruits, raisins and a biscuit with drinks of water, juice or milk. The childminder provides home cooked meals as required. For example, lunch of sandwiches, boiled eggs, cheese and crackers or salad and bread. She will also provide a hot meal, such as fresh pasta dishes, shepherd's pie or roast chicken with vegetables. She holds a Diploma in Nutrition, which supports her in providing children with healthy, balanced diets. She provides parents with written details of all food and drink provision for consistency of care. Children also have access to drinks regularly throughout the day, to ensure they do not get thirsty.

Children are cared for within a clean and hygienic environment, where the childminder has good systems in place to prevent the spread of infection. For example, regular hand washing, vacuuming carpets everyday, a hygienic nappy changing routine and cleaning toys frequently. Children have supervised access to the cat. The childminder ensures the cat is regularly vaccinated, wormed and groomed, to ensure she does not pose a risk to children's health. However, the cat's feeding bowl is kept on the kitchen floor. Children do have access to this area; therefore this does not further promote good standards of hygiene. Children learn about managing good personal hygiene well through regular hand washing, using their own colour coded hand towels. Younger children have matching coloured potties to identify their own.

Children's health, medical and dietary needs are met well by the childminder. She keeps written records from parents regarding the care required and provides them with written details of any accidents, incidents and medication administered, for consistency of care. She holds an appropriate first aid certificate and kits, both indoors and on outings, to support her in caring for children appropriately in the event of an accident.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for within a well-organised family home, where they play freely and safely under the childminder's supervision. Children are kept safe and secure by the childminder, who has good measures in place to protect them. For example, a baby sleep monitor, socket covers, safety gates, external door locks, fire blanket and alarm, hearth and fire guard, window locks, secure garden boundaries and keeping all sharps out of reach. Children are kept safe on outings through use of appropriate equipment and organising trips, involving other registered childminders for additional support. Children learn about safety and looking after themselves through good practical guidance from the childminder, such as road safety on walks and behaving appropriately around younger babies.

Children of all ages access a good range of play provision easily and independently, from the carpet and toy boxes in the sitting room, play room and hall. For example, children under one move between the rooms pulling themselves up to low tables and boxes, to choose toys for themselves. Children only have access to well-maintained play provision, which is safe and appropriate for their stage of development. The childminder stores anything else upstairs, to ensure it is not a hazard to younger children.

Children are well-protected by the childminder, who has effective systems in place to safeguard their welfare. For example, close personal supervision, details of named adults authorised to collect children and ensuring anyone else who has regular contact is suitable to do so. In addition, she has a suitable understanding of child protection issues and procedures to support her in protecting children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a good range of play provision to support all areas of their learning and development. For example, constructing with Lego, bricks, stickle bricks and mega blocks. They play with rattles, activity centres, sensory toys, puzzles, shape sorters and explore story and reference books. They use their imagination with kitchen and shopping sets, dolls and dressing up and with music and small world sets. They also create art and craft designs every day with paint, crayons, glue, dough and stamps, as well as making and decorating gifts at special times of year, such as Christmas and Mother's day. In addition, the childminder organises regular trips each week to toddlers, the library, music and movement sessions, the pond to feed the ducks and childminder group meetings. She also organises special activities, such as cookery; seasonal activities, such as planting seeds in the garden, and spontaneous activities, such as drawing in the snow. This all provides children with different learning environments and exciting experiences.

Children's activities are planned within a structured day, to include both free play and adult led activities. She plans some themes with linked activities, to help younger children make simple connections in their learning. For example, within the 'Farm'

theme, children visit Farmer Palmers, choose linked books from the library, make cotton wool sheep, find out what food comes from farms and identify different vegetables. She uses her knowledge of the Birth to three matters framework to provide children with appropriate activities and challenges.

Children are happy and settled in the childminder's care. They are learning and developing well. For example, younger children arrive happy and quickly settle in to explore and find toys. They join in action songs and new experiences, such as crawling through the tunnel, with excitement. They cuddle up to the childminder for comfort, when tired. This all demonstrates children are developing independence skills and a good sense of well-being in the childminder's care.

Children's progress is promoted well by the childminder, who interacts closely in their play and observes them as they develop. She keeps notes each day and encourages them to develop naturally and at their own pace, through the experiences she offers. For example, repeating new words learnt from books and stories, supporting and encouraging younger children to practise new mobility skills and counting trees and cars on walks.

Helping children make a positive contribution

The provision is good.

Children are cared for equally and fairly by the childminder, in all areas of her provision. Through her good organisational skills, she includes them all equally and meets their individual needs efficiently. For example, discussion and records from parents, observing them in play and providing appropriate challenges to promote their development. Children are developing an awareness of diversity, through the range of resources reflecting positive images of diversity and disability. The childminder is committed to updating her knowledge and skills. In addition, she would ensure she has the appropriate information and resources to care for children with any additional needs.

Children behave well. They are happy and settled and demonstrate a good sense of belonging within the childminder's care. For example, they see photographs of themselves involved in activities, see their craft work displayed, find their own hand towels and potties and access toys easily for themselves. They also receive lots of cuddles, encouragement and praise. Within this positive environment, the childminder manages their behaviour appropriately and according to their level of understanding, through gentle discussion and supporting them well.

Children are cared for consistently and according to parents wishes, in all areas of the provision. The childminder discusses and agrees all aspects of care to support this. For example, parents are provided with a detailed information pack informing them of her background and experience, the activities available and her policies and procedures. Parents also complete records, contracts and consent forms for all areas of care. Parents are kept well-informed through the childminder's excellent communication systems. For example, discussion on arrival and collection, regular newsletters and a written daily account of each child's day and routine. Parents are also invited to see their child's observation file.

Organisation

The organisation is good.

Children are well-cared for by the childminder, who attends training opportunities and workshops to update her knowledge and skills. For example, first aid, child protection, Diploma in Nutrition and different Sure Start workshops. She is also working towards a Diploma in Homeopathy and has obtained and read the Birth to three framework pack. This all supports the childminder well in meeting children's needs and providing them with good quality care.

Children are cared for within a warm and welcoming family home, which is organised to meet their needs well. The childminder makes good use of her time, to offer children lots of close support and interaction in their play. For example, she sets up a painting activity for one child, whilst teaching a younger child action songs on the carpet close by. Throughout this, she maintains close contact and conversation with both children, to ensure they are both happy and included. The childminder organises a structured daily routine, which includes free play as well as adult led activities, fresh air and exercise, outings and special activities each week. This all ensures children enjoy a good balance of experiences. She monitors the quality of care she provides, through inviting parents in her newsletters to contribute ideas and through discussing good practice at childminder group meetings. The provision meets the needs of the range of children who attend.

The childminder keeps well-organised records and documentation, which is easily accessible to her at all times. She keeps each child's information in a separate file to maintain confidentiality.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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

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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 the cat's feeding bowls are made inaccessible to children to further promote good hygiene practices

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