



## Inspection report for early years provision

|                                |                |
|--------------------------------|----------------|
| <b>Unique Reference Number</b> | EY315686       |
| <b>Inspection date</b>         | 09 June 2006   |
| <b>Inspector</b>               | Justine George |

|                           |              |
|---------------------------|--------------|
| <b>Type of inspection</b> | Childcare    |
| <b>Type of care</b>       | 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](http://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 January 2006. She currently cares for two six-year-olds and a seven-year-old after school, and a three-year-old, two days a week.

The childminder lives with her husband and two children aged two and five years in a four bedroom house. The house is close to shops, parks, library and public transport links. There is off-street parking available. Most areas of the property are used for childminding. Children play in the through lounge and dining room, use the children's bedrooms and have access to toilet and wash facilities on the ground floor. There is

a fully enclosed garden available for outside play.

The family have two goldfish as pets.

The childminder is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children have access to a clean and hygienic environment and good procedures are in place to minimise the risk of infection. Kitchen areas are clean ensuring that food is prepared hygienically. Bathroom areas are also clean and the provision of soap and fresh towels encourages children to wash their hands after using the toilet. Children also wash their hands before eating helping them to learn about the importance of personal hygiene, aiding good health.

Children are protected against the risk of cross infection as the childminder's nappy changing procedures ensures children's good health. The childminder wears gloves and disposes of waste using outside bins. Furthermore, in the event of a child becoming unwell, they are cared for sensitively and contact is made with parents to collect their child. Should children have any infectious illness', they are excluded until better. The childminder has not had to administer any medication, but is aware of her responsibilities in recording the required details, in line with regulations. If children's health requires long term medication, the childminder shows commitment in ensuring good practice as she liaises with parents and arrangements are in place for training on how to administer such medication.

Children are fed in line with parents wishes, and benefit from the childminder's good knowledge of healthy eating. Children enjoy lunch of a wholemeal roll with turkey, and a yoghurt for dessert. They sit at the table and eat with the childminder, helping them to develop their social skills. Other snacks include fruit platters of bananas, oranges, kiwi fruit and apples. Regular drinks are given throughout the day.

Children's physical health is really well promoted as they enjoy good periods of time spent in the garden developing their large motor skills and taking in fresh air. Children enjoy using a good range of equipment including sand and water play, wheeled toys, play house and cutlery and the slide. Children further extend their play by bringing toys out from the house. They enjoy using the cars in the water and watching them roll down the slide. Children are well protected against the sun as cream is applied and sunhats are worn. Shade is also provided and toys are set out in the shade to ensure children can play comfortably.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are welcomed into a friendly environment, where they are made to feel safe

and secure. Children benefit as the childminder is sensitive to their needs and ensures the settling in procedure reflects this. Children and parents visit the childminder in her home enabling children to familiarise with the new setting with parents close by. The childminder sometimes visits children in their own home allowing her to see them in their environment, and forming the basis of a trusting relationship. Gradual periods of separation are introduced until the child is ready to be left. As a result, children's emotional wellbeing is fostered.

Children have developed positive relationships with the childminder. They seek reassurance when required and interact in play, showing the childminder items of interest. Children benefit as the childminder sets out toys ready for them to play with. Children have access to a good range of toys suitable for their age and stage of development. A selection is made available for young children and these are regularly rotated to sustain interest. Older children access toys from other areas of the home including the children's bedrooms. As a result, a stimulating environment is provided.

Children play in a safe home where most hazards have been identified and minimised. However, children can access the contents of the cupboard in the hall way storing alcohol, or be at risk from the ironing board falling. The childminder ensures children's safety as she risk assess' the home on a weekly basis minimising hazards. Toys and equipment are checked and items with small pieces are kept out of the way of younger children. Plug sockets are covered, wires are inaccessible and fire detection equipment of smoke alarms and a fire blanket is in place. Furthermore, written fire evacuation procedures are in place and practised with children. As a result, children are well informed and clear about their responsibilities in such an instance.

Children are supervised at all times where they can be seen or heard. They have access to, and play in a safe and enclosed garden. Outbuildings have locks preventing children's access. Children are well protected on outings as the childminder talks with them about road safety and children are not allowed to wander off. Young children enjoy walking to local groups and hands are held to ensure safety. In the event of an accident, children are well protected as the childminder has kept her first aid knowledge up-to-date. She is aware of the need to record all accidents and ensures good practice of parents signing the accident book to inform them of their child's wellbeing. Furthermore, children are cared for in line with parents wishes as written consent is in place to take children on outings, to apply sun cream, to seek emergency medical treatment or advice and details of other childminder's used in the event of an emergency.

Children's wellbeing is well promoted as they are protected from unfamiliar adults and the premises are safe and secure. In the event of an unfamiliar adult turning up, children are not allowed to go off with others until contact is made with parents. Should children be at risk from harm, they are well protected as the childminder has good knowledge of the possible signs and symptoms of abuse and the referral procedures of contacting social services and Ofsted. A written policy is in place to inform parents of the childminder's responsibilities in protecting children.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children have access to a good range of toys and equipment to promote learning in all areas of development. Provisions include cars and road mat, games, puzzles, books, writing tools and paper, construction, creative activities of painting and play dough, dolls house and play people, animals and toys for the garden area. As a result, children are well stimulated and enjoy their time in the setting.

Children spend time in the home choosing cars from the large selection available. They push them along the track on the road mat and select another car to push along another route. Children enjoy sorting through the selection of cars and take their chosen vehicle to show the adult, attempting to make contact with others to develop social interaction. This is further promoted as children are taken to groups allowing them to interact with others of the same age and widen their experiences.

Children enjoy spending time in the garden playing with water. The childminder helps to fill the watering can and children carefully water the flowers, learning how to care for living things in the environment. Children enjoy playing in the water tray, rotating the wheels and splashing. They extend their play further by adding cars. Cars are then taken over to the slide and pushed down, promoting children's awareness of movement and speed. Children enjoy playing with the sand and the childminder helps them to make a sandcastle, filling up the bucket and tipping out the contents. Children are pleased with the end result and the childminder praises their efforts.

Children enjoy spending time engaged in play with the childminder which is well supported. They sit together to look at books, draw and colour, and play games of catching aliens. The childminder asks open ended questions and talks with children about what they are doing helping to develop their language and understanding.

## **Helping children make a positive contribution**

The provision is good.

Equal opportunities is well promoted in the setting as children have equal access to the provisions on offer. Toys are suitable for both boys and girls, and children choose what they would like to play with. As a result, children make independent choices and develop their own play ideas, minimising gender stereotyping. Children learn about the multicultural society in which they live through toy provisions and local outings. Children are taken to places of interest within the community including local play groups, shops and the park. Furthermore, children have access to resources that reflect positive images of culture and disabilities. Resources include puzzles, books and play people. The childminder cares for several children with English as an additional language. Children have great fun exploring each other languages, trying out words and phrases, and realising that some words are very similar. As a result, children share their experiences, fostering their self esteem, and develop awareness of others, valuing similarities and differences in people.

The childminder has no direct experience of caring for children with learning

difficulties/disabilities. Although, she has good awareness of the considerations to take into account when caring for children with additional needs. Such considerations include training, the needs of the child and the immediate environment. The childminder would liaise with the parents to find out as much information as possible to ensure good care is provided and consistent with the home environment. If the childminder felt that a child was not developing to his/her full potential in any area of development, concerns would be shared with the parents sensitively. The childminder would also support the child's particular area of need through everyday play opportunities and advising parents to seek further support from their health visitor.

Overall, children are well behaved as they are stimulated and the childminder takes their age and stage of development into account. Older children take responsibility for their own safety and receive explanations of the rules in place and how to keep themselves safe. For example not using the loft room as the stairs are too steep. Young children are confident in exploring their emotions showing joy by smiling and repeating actions. They also show frustration as having a nappy change just interrupts their play! Although, the childminder is consistent and has developed good strategies of ensuring she is well prepared at such times, and she also uses distraction or negotiation.

The childminder has developed positive relationships with parents and works in partnership with them well. During the settling in period, the childminder ensures she is well informed of children's needs and backgrounds and obtains contact details from parents. Parents are well informed of the childminder responsibilities in ensuring children's health and safety as there are some well written policies and procedures in place. Although, a complaints procedure with Ofsted's contact details is not available. Parents are well informed of how their child's has been on a daily basis as information is shared verbally at the end of the day and information is passed on from the school.

## **Organisation**

The organisation is good.

The childminder meets the needs of the range of children for whom she provides. She has completed the required level of training including first aid. Children further benefit as the childminder shows commitment in keeping her knowledge and training updated by attending courses. She is due to attend training in food hygiene, Birth to three matters and study for an NVQ level three in child care. As a result, children receive good care that reflects current practice. The childminder has had the required checks carried out to ensure her suitability in working with children. Furthermore, children are protected from un-vetted adults as they are never left alone with others.

Children benefit from how the childminder organise her time, space and resources. Children have access to most areas of the home and the childminder ensures their time is well spent exploring the range of resources or being taken on outings to various places of interest. The childminder complies with her registration conditions of ensuring adult: child ratios are adhered to, and her daily attendance record

consolidates this. Furthermore, the childminder displays her registration certificate during hours of operation, in line with regulations.

The childminder has the required paper work in place for all children and parents. These are kept in separate folders to ensure confidentiality. Paperwork is well organised and available for inspection. The childminder has taken the time to devise some written policies and procedures to ensure that parents are fully informed of her practice and receive consistent information.

### **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**

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 children are unable to access the contents of the hallway storage area
- ensure parents are made aware of the procedure to follow in the event of a complaint and ensure Ofsted's details are provided

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](http://www.ofsted.gov.uk)