



Inspection report for early years provision

Unique Reference Number	EY318229
Inspection date	24 April 2006
Inspector	Caroline Wright

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 2005. She lives with her husband and 2 children aged 6 and 8 years in Witham, Essex. 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 4 children at any one time and is currently minding 2 children under 5 all day. The childminder walks to local schools to take and collect children and she attends the local toddler group. The family has a cat as a pet.

The childminder supports children with English as an additional language. She is a member of an approved childminding network and is a member of the National Childminding Association (NCMA) she attends the local childminding group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through regular daily routines. The childminder provides a novelty soap dispenser to encourage young children to wash their hands after using the toilet and before eating; hand towels are changed regularly to reduce the risk of cross infection. If the children become unwell whilst they are in the care of the childminder, up to date records are in place to make sure that they are well cared for.

Children benefit from the childminder's sound knowledge and understanding of childhood nutrition. They enjoy healthy meals and snacks, with fresh fruit and vegetables every day. Children learn about healthy eating through meaningful experiences, such as helping to choose fruit for snack when they go shopping to the supermarket. Children learn how to care for their own bodies when they discuss cleaning their teeth with the childminder. In addition, children learn to lead a healthy lifestyle; they take part in regular exercise such as daily walks to school, running around and climbing in the park or playing in the garden.

The childminder has a good knowledge and understanding of the needs of babies and children under 3-years-old. Children develop new physical skills according to their stage of development, using the wide range of suitable toys and resources she provides. Babies are able to crawl around safely and pull themselves to standing using the sturdy sitting room furniture. Young children are able to sleep according to their own routines so that they do not become over-tired and fretful.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children move around safely and independently under the childminder's constant supervision. Children select activities and resources from a wide range of suitable toys and equipment, which are checked by the childminder to ensure they are in good condition and safe for them to use. Children learn about staying safe outside the home, holding hands when they go out for walks with the childminder. Children know that they must put toys away periodically to keep the floor clear of hazards so that they do not fall over. In addition, the childminder helps children to learn about keeping themselves safe when they ride their bicycles, talking about the need to wear a safety helmet to protect their head if they fall.

Children's overall well-being is maintained by procedures and documents that promote their safety. For example, the childminder has a clear plan to help her deal with emergencies, including maintaining details of a suitable person who could care

for minded children if absolutely necessary at short notice. However, she does not have a clear understanding of child protection procedures to enable her to act appropriately in the event of any concerns for a child's welfare, this compromises children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the childminder's house and form good relationships with the childminder. Their language and mathematical thinking is encouraged in meaningful ways. For example, young children calculate how many apples they need when they go shopping with the childminder for fruit for their snack. The childminder provides a superb selection of interesting books to encourage children to develop a love of stories. Children enjoy looking at books with the childminder and she encourages them to make comments to develop their language skills. She sensitively reinforces young children's attempts to repeat the names of familiar things, such as the cat, and translates from their 'home language' to English, building on what they already know. Her enthusiastic response to their 'chatter' encourages them to experiment with their voices and become confident communicators.

Young children enjoy exploring sounds and rhythm; they jump up and down on the musical mat, noticing that different areas of the mat produce different tunes. Children enjoy telling their own stories in role play situations. The childminder encourages them to develop their imagination further when she joins in with the game and suggests things for the children to 'buy' when they go on their pretend shopping expedition. Children use paint and pencils to develop early writing skills and explore their creativity. They use sand, water and dough to learn about texture and natural materials.

The childminder has a good understanding of how young children learn through practical experiences. She uses the 'Birth to three matters' framework to inform her practice with babies and children under three-years-old.

Helping children make a positive contribution

The provision is good.

All children have equal opportunities to access activities and resources that meet their individual needs and they are confident and independent. They play with small world figures and role play equipment that represent all members of society, helping them to learn about the world they live in. They learn to care for others when they talk with the childminder about being 'gentle' as they stroke the cat. Children with English as an additional language are well supported. The childminder learns key words from their parents so that children can effectively use their first language as a starting point and quickly become confident bilingual speakers.

Children behave well and understand what is expected of them. The childminder establishes regular routines and consistent expectations. For example, they always

sit down when they have a drink and use conventions such as 'please' or 'thank you'. Children learn to share resources with the childminder's sensitive support. The childminder explains what she expects children to do in a way that they can understand and listens to their views so that they feel valued.

Children benefit from positive relationships between the childminder and children's parents, together with up to date records about their individual needs. Children's progress is discussed daily with their parents so that parents are well informed. However, the childminder has not yet established a system to record any complaints or concerns that might be raised by parents in the future.

Organisation

The organisation is satisfactory.

The organisation of the childminding promotes positive outcomes for children. The easy access to toys and equipment contributes to children's independence and enables them to pursue their own interests. They choose for themselves from the wide range of attractive resources that are provided by the childminder each day. There is plenty of space for them to play safely and move freely indoors and out. Toys and equipment are well organised and stored at child height in trolleys. This means that there is a wide selection of play opportunities available at any one time, so that children are stimulated and can learn to make decisions. In addition, toys and equipment for babies and children under three-years-old, supports their overall development and encourages them to become confident.

Essential documents are well organised and stored confidentially. Up to date records contribute to the health and well-being of all of the children that the childminder looks after. However, the childminder has not attended training in Child Protection, this impacts upon children's safety.

Overall, children's needs are met.

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):

- improve your knowledge and understanding of child protection procedures so that you can act effectively in children's best interests in the event of any concerns for their welfare
- set up a system to record any complaints or concerns that might be raised by parents in the future.

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