

Inspection report for early years provision

Unique Reference Number	EY320150
Inspection date	20 June 2007
Inspector	Lisa Jeffries
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 was registered in 2005. She lives with her husband and two children in the Hall Green area of Birmingham. The lounge, conservatory, kitchen and first floor bathroom are used for childminding. There is a split level garden for outside play. The childminder is registered to care for a maximum of three children at any one time and is currently providing before and after school care for two children, who she takes and collects from local schools. The childminder is a member of an approved childminding network. The family have four cats.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a welcoming, clean environment where they become increasingly independent in their personal care. They learn to understand the importance of good hygiene practices and wash their hands after using the toilet, before eating and following contact with the cats. Children are protected from infection through the implementation of effective hygiene procedures. These include safe disposal of nappies and the use of pump-soaps and kitchen roll when washing and drying hands, which ensures that children remain healthy. Children learn

about being appropriately dressed when taking part in outdoor activities and the childminder takes appropriate measures to protect children from the harmful aspects of the sun, for example, by placing a parasol over the sand-pit. Children's welfare is supported because there are effective measures in place if they become ill. To support this she has a fully-stocked first aid box and a current certificate in paediatric first aid, which makes her sufficiently confident to administer first aid in the event of an accident.

Children enjoy a balanced diet. They are offered drinks regularly to ensure they are comfortable and well hydrated. Children are well nourished because the childminder provides nutritious foods, including macaroni cheese, home-made fish pie, baked potatoes and spaghetti bolognese and complies with their individual dietary needs. Children are encouraged to try new foods and they benefit from the childminder's flexible daily routines. Children's personal care needs are well met, as their likes and dislikes and eating patterns are closely followed. Children extend their physical skills as they take part in a variety of activities. They regularly take walks, including to and from school, and enjoy going to the local pond to feed the ducks. At the park, children use large play equipment and run around, giving them a sense of freedom and space. They develop coordination and balance whilst using the trampoline and bouncy castle in the childminder's garden and as a result gain from plenty of fresh air and exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are very well supervised and cared for within a secure environment. The childminder ensures that children have easy access to a wide range of stimulating facilities that successfully promote their development. Children are able to independently select toys and resources from the conservatory, promoting their decision-making skills and autonomy. Children are able to move around the ground floor of the childminder's home freely as the childminder has a good awareness of safety and has precautions in place such as safety gates and fire-guards. Outside, a gate secures the upper decking area and ensures that children do not have unsupervised access to the lower level of the garden. Consequently, children are able to explore, develop confidence and experience a sense of free will.

Children's safety is well supported because the childminder takes positive steps both within the premises and during outings to minimise risks to children. They learn about fire safety and rehearse the emergency evacuation procedure. Regular visual assessments are conducted to identify and address potential hazards and the childminder keeps a check on the condition of general equipment and play materials. On outings, children walk sensibly and the childminder talks to them about road safety. As a result, children learn to keep themselves safe and are protected from harm. Good supervision ensures that the risk of accidents is significantly reduced. Children are safeguarded because the childminder has a secure understanding of her role in child protection and knows how to implement local procedures. Children feel comfortable sharing their feelings and this supports their welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, very well settled and display a strong sense of belonging. They follow a simple routine that includes rest times, meals and collection from school, all of which enables them to feel secure. Children are interested in their play and spend their time purposely. They learn a good range of skills because there is a broad variety of activities and experiences that

help them to develop in all areas. These include creating Easter hats and decorating them with glitter, having their faces painted at a store, making snowmen, visiting the local library to choose books, handling animals at a country park, baking cakes and going to the airport to watch aeroplanes. The childminder assists the children in completing diaries, which include photographs and information about activities and trips and incorporates some of their artwork. Children enthusiastically show off brightly coloured flowers and vases that they are currently making out of papier mache. They also spend time completing home-work together, with the childminder reinforcing and extending topics at school. Children read stories when they want to relax and they all enjoy watching selected programmes on children's television.

Children enjoy a warm, trusting relationship with the childminder who is calm and caring in her approach. She is knowledgeable about the children in her care and responds to their interests. Their play and learning is enhanced by her interaction with them and she helps them to understand the rules of the games and encourages their participation in activities. As a result, children are developing confidence and self-esteem. Children of different ages relate very well to each other and older children are learning to help the younger ones, for example, the oldest child assists a younger child with his spellings. Children help the childminder to prepare food and snacks, buttering spread, spreading jam and pouring their own drinks. This promotes their independence and helps them feel included. Younger children take pleasure in role play and act out stories using dressing up clothes, props and the play house. They make pretend food, use the vacuum cleaner and one child wears a cape and enjoys acting the role of 'Batman'.

Children develop well socially. They talk to the childminder about home life and discuss matters that are significant to them. The childminder asks questions to encourage children's vocabulary and learning. Together, they play 'post office' which involves number recognition and counting, promoting their mathematical development. Children are able to distinguish between right and wrong and the childminder models good language and encourages children to use manners. Children benefit from consistent boundaries and support which helps them develop appropriate skills.

Helping children make a positive contribution

The provision is good.

Children's individual needs are valued because the childminder ensures, through discussion and written information from parents, that she is fully aware of the level of care each child requires. The childminder recognises that children have specific needs and different characters and treats them as individuals, with equal concern. This promotes inclusion. Children understand responsible behaviour and learn to respect the needs of others through careful explanation, reasoning and consistency. Praise and support helps children to develop a sense of worth. Children are encouraged to take turns and share, for example, when using the trampoline or playing board games. They behave well, are polite and form positive relationships. Children demonstrate a sense of security with the childminder, being confident to play alone, but also to seek close interaction.

Through discussion and observation when they are walking in the local neighbourhood, children develop a good awareness of the wider world and the diversity of adults and children. However, this is not adequately supported at the childminder's home as there are limited resources to help children learn about a diverse society. Children make choices and decisions about their care and play activities, which promotes their self-confidence and maturity. An effective partnership with parents ensures that children are well looked after and this supports their general well-being. Flexible and individually tailored settling-in procedures means that children

are content and at ease within the setting. All children are included in planned activities and have free access to a vast assortment of resources. The childminder has a good practical awareness of how to include and appropriately care for children with learning difficulties and/or disabilities.

Organisation

The organisation is good.

Children feel at home in a setting where the childminder contributes constructively towards their good health, safety and enjoyment. They benefit from the childminder's obvious enjoyment in providing a range of stimulating and positive play experiences. The childminder has thought carefully about which areas of her home to use for childminding to ensure children have sufficient space and freedom to initiate and extend their play, while maintaining some privacy for her own family. Space and resources are used effectively to ensure that children have a stimulating time and they benefit from good organisation. Policies and procedures protect children effectively and are successfully implemented to promote all outcomes for children. Accurate records are available, shared with parents and retained for inspection. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the childminder was advised to improve safety in the garden.

The childminder has secured the upper decking area by fixing trellis to the posts. She has also added a gate at the top of the steps to prevent unsupervised access to the lower area of the garden. This improves children's safety.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- develop resources to promote diversity and anti-discriminatory practice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk