

Inspection report for early years provision

Unique Reference Number	EY345434
Inspection date	04 April 2007
Inspector	Dawn Biggers
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 satisfactory. 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 2006. She lives with her husband and two children aged four and six years, in Bishopsworth, Bristol. Most areas of the property are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding four children under five, who attend on a part-time basis. The childminder uses a vehicle to take and collect children from local schools. She attends the local toddler group. The family has a lizard.

The childminder is a member of the National Childminding Association. She holds a childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to learn about good hygiene practices through well-planned daily routines. For example, they regularly wash their hands and the childminder supports a younger child, wiping their nose. She acts as a role model encouraging these good procedures. Hand drying facilities minimise the risk of infection, for instance, they use disposable towels. The childminder's clear sickness policy and procedures prevent the spread of infection by sensible exclusion periods. This is also highlighted within the childminder's good changing procedures, for example, where she uses individual mats, disposable gloves and washes her hands. The childminder is aware of the requirements for administering medication and has recorded accidents.

Children begin to benefit from a healthy diet as the childminder provides nutritious meals and snacks, such as fruit, sandwiches, meat and vegetables. Liaison with parents ensures children's dietary needs are met, for example, flexible arrangements enable them to also provide additional snacks, such as bread sticks and rice cakes. Drinks are regularly provided, for instance, a younger child has a bottle of milk within their routine and a water beaker on waking from their sleep. Children are given drink choices at snack and meal times.

Children enjoy a range of activities which contribute to their health. Physical play opportunities are available, weather permitting. They develop control of their bodies and large muscle movements whilst using the outdoor equipment, for instance, balls, slide and bike. They receive fresh air and exercise, occasionally visiting the park, soft play area and walking to the shops. Children rest according to their needs and routines, for instance, younger children sleep.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children experience a safe and welcoming environment. They move confidently in a well maintained home. They access a good range of age appropriate toys, for instance, a younger child reaches these from the low-level storage boxes and from the display on the floor. They show interest in the additional toys introduced to them, for instance, the musical rabbit and instruments. These are maintained to a high standard and organised well.

Priority is given to maintaining children's safety outside the home. The childminder supervises them to the car, before securing them in a chair. Good safety equipment is used, for instance, a double buggy and reins. Children wear wristbands on outings with the childminder's telephone details. The childminder acts as a role model for younger children, she discusses how to cross the road safely, and supervises them closely, using rules such as holding hands.

Children are protected well from potential hazards as risks have been identified and minimised, for example, stair gates, socket covers and good safety equipment is used. In addition, the childminder completes a daily risk assessment of the garden and play area. The childminder's thought through written emergency evacuation plan is occasionally practised with most of the children and therefore they develop awareness of how to leave the home in an emergency. Children are safeguarded while resting on the first floor as they are regularly checked. The childminder ensures young children are safe, strapping them in a high chair for meals and drinks. She is aware of potential hazards, for instance, regularly tidying toys away to make more space

for a younger mobile child. Children begin to enjoy using the play area as this gives them space to move freely, for instance, crawling to pick up the toys.

Children's wellbeing is safeguarded. The childminder has a satisfactory understanding of child protection procedures. She understands her roles and responsibilities and shares most of her procedures with parents. She has some experience of liaising with other professionals in supporting a child's placement.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy and relaxed. They have secure relationships with the childminder, which increase their wellbeing. Young children are responsive to the childminder's positive interactions; they receive satisfactory attention and support. Children develop early communications skills, they use vocal sounds, for instance, they growl whilst holding the gorilla and point to the banana saying, "nana". They respond to the childminder's questions, for instance, they repeat words whilst playing with the toys, such as "horse" and "car". They begin to socialise, responding to her own children who play hide and seek, and show interest in the toys they give them. They begin to develop independence, playing by themselves and making some choices, for instance, they crawl to pick up the truck and kitchen utensils.

Young children begin to role-play and use their imagination as they pretend to eat with the spoon and stir the empty cup. They begin to develop their hand and eye co-ordination, pulling the string on the phone to manoeuvre this and lifting the receiver, saying "daddy". Children begin to learn about sounds and rhythm, for example, they enjoy moving their body to the musical rabbit and shake the bells and maracas. They talk and babble into the microphone. The childminder has a satisfactory awareness of children's development. She has begun to use the Birth to three matters framework to observe children's progress; however, she does not use this information effectively to plan for their next steps. Therefore, their play and learning is not always sufficiently extended.

Helping children make a positive contribution

The provision is satisfactory.

Children begin to develop awareness of diversity as the childminder provides a range of meaningful resources to promote a positive view of the wider world. She uses a selection of books, dolls and puzzles. However, the childminder's present planning and range of activities to introduce different cultures and festivals insufficiently extends their awareness further. Children are valued and respected within an inclusive environment, where the childminder appropriately liaises with parents, for instance, about their routines and individual needs. The childminder uses some discussion about their family while younger children play, and activities sufficiently engage them all. Children begin to learn about the local community as they occasionally visit the shops, park and regularly attend local toddler groups. They begin to learn about the living world, watching the childminder's lizard and sometimes visit the pet shop.

The childminder builds secure relationships with parents and this promotes children's wellbeing. Daily discussion and a diary keep parents informed and involved in their child's day. The childminder has begun to share their progress with them, using a learning diary with photographs and some observations. There are clear agreements with parents and the childminder appropriately liaises with them sharing her procedures, and therefore they are informed about her practices.

Praise is used appropriately to recognise children's achievements, for instance, their first words, and therefore they practise these new learnt skills and begin to build confidence. Young children begin to learn about manners through the childminder's example, for instance, they begin to say "ta". The childminder uses firm, consistent boundaries aged appropriately and therefore children are generally well behaved.

Organisation

The organisation is satisfactory.

The documentation is organised, maintains confidentiality and consents are in place to promote children's welfare and care. However, a first aid course has not been completed, although the childminder is proactively trying to arrange this within six months of registering. The childminder meets the needs of the range of children for whom she provides.

The childminder shares her portfolio, policies and procedures with parents from the start and keeps them appropriately informed about the service and their child's activities. The childminder has a clear routine and weekly plan. She has begun to use an activity sheet once a month to develop her planning. She provides a range of experiences and good selection of toys to support most areas of children's learning. She shares her time and attention appropriately and therefore children are generally happy and settled. She has previously attended relevant training within another childcare role and has begun to identify further courses to extend her knowledge further.

Improvements since the last inspection

Not applicable.

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 satisfactory. 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 that observations of what children know are used to support their next stage of development

- improve planning and the range of activities to promote equality of opportunity
- ensure an appropriate first aid course that includes training in first aid for infants and young children is completed.

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