

Inspection report for early years provision

Unique Reference Number	EY355684
Inspection date	14 May 2008
Inspector	Gyatri Rupal
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 2007. She lives with her husband and two children aged seven and two-years-old in Stevenage, Hertfordshire. The whole 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 four children at any one time and is currently minding four children under the age of eight years. The childminder walks to local schools to take and collect children. She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a range of activities which contribute to their good health. They rest and sleep according to their needs and daily routine allows time for active play. Children enjoy walking to the local parks, dancing to music and singing action songs. They run around in the garden when playing ball games and catching bubbles. Children use a range of play equipment in the garden such as a trampoline, slide and bicycles. All this helps promote their physical development. Children begin to understand the importance of good hygiene practices throughout their daily

routine such as washing hands before eating their lunch and after playing outside. Children are kept hydrated as the childminder reminds children about having a drink and she makes sure their cups are always accessible. Children are beginning to benefit from a healthy diet as the childminder provides children choices of nutritious meals and healthy snacks that appeal to children and meet their dietary needs. Children help the childminder to prepare their healthy snacks. Young children develop their confidence when they wash their own fruit and help the childminder set up the table for snacks.

Children's well-being is generally promoted as the childminder ensures that most of the required documentation is in place. For example, there are appropriate arrangements regarding sick children and the childminder discusses with parents the importance of keeping children who are unwell at home. This ensures positive steps are taken to minimise cross-infection. The childminder is able to give appropriate first aid to children as she has undertaken an updated first aid course. The childminder has an appropriate system for recording accidents and medication records. But some accidents and medication records are not always recorded appropriately, which potentially impacts upon children's health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel safe and secure at the childminder's home as they independently move around the home and have safe access to their play resources. The childminder has procedures in place to assess risks and remove any hazards that might cause them harm. She ensures the play resources are safe and appropriate for children's age and development. Children are learning to keep themselves safe through the childminder's good explanations and safe routines during play and when out in the community. For example, children confidently learn about road safety rules whilst they go out to local places. They are aware they must tidy up the toys after play and not to run inside the home to avoid accidents. Children are learning about dangers of fire through the childminder's discussions. They regularly practise fire drills with the childminder and have drawn up a fire escape plan for the home. The children's welfare is safeguarded and promoted as the childminder has a sound understanding of the signs of abuse and is aware of the procedures to follow according to the Safeguarding Children's Board. She ensures the required procedures and documentation are in place to support the safety of the children.

Helping children achieve well and enjoy what they do

The provision is good.

Young children enjoy a broad variety of exciting play and activities which help them develop their knowledge and skills. They receive the childminder's guidance to give them extra support when it is needed but their independence is promoted as much as possible. The childminder ensures children take part and complete tasks at their own pace, this gives children the confidence to join in with the fun. For example, children feel very proud when they make their own musical shakers and then enjoy using the shakers when singing nursery rhymes. Children are content and happy to make choices or try new experiences. They become strong communicators as they talk about their past experiences and describe their imaginative play. They learn new words when they read books and sing nursery songs. Through simple songs, discussion and sharing stories, children develop their language and communication skills.

During play and routines children begin to count in sequence such as counting how many strawberries they washed for their snack. They count numbers as they count how many cheeky

monkey stickers they put on their shakers. Children learn to recognise different colours when they select their play materials or make handprints with paint. Creating collage pictures they become familiar with shapes, which they match and sequence to form patterns. Regular use of materials such as art and craft material and musical instruments, encourages the children to be creative and represent their ideas in a variety of ways.

Helping children make a positive contribution

The provision is good.

Children are valued and respected. Through a flexible settling in procedure and thorough information from parents, the childminder is able to meet the individual needs of the children. Children feel a sense of belonging as they have a good rapport with the childminder and with her children. The childminder tries to learn some words from the children's native language, which is important to them. Children bring their comfort things from home and hand it to the childminder as they fully trust her. Realistic challenges are set up and children are able to complete tasks and join in at their own pace. This promotes their confidence and self-esteem. They feel secure enough to make independent choices and decisions and try new experiences, which helps them develop.

Children benefit from the strong partnership between their parents and the childminder, which ensures they receive consistency in their care and learning. Information with parents is exchanged regularly through informal discussions and through a comprehensive range of documentation, which keeps parents up-to-date with their children's progress and the activities and opportunities available to them. For example, the parents have access to the information folder, which has detailed information about the childminder's practice, policies and procedures. Samples of the children's work and creations are on display or in their personal folders to share achievements with parents. This helps keep parents well informed of how their children's needs are being met and their developmental progress. The childminder values feedback from the parents to support the provision and she has received positive feedback. However, the childminder does not always ensure she has all the required parents' consents in place before she commences childminding which can potentially impact upon the childminder's partnership with parents and upon children's care.

Children behave well. They understand right and wrong through consistent boundaries, praise and the age-appropriate methods used by the childminder to manage behaviour. Children are becoming aware that their words and actions have an impact on others. Children show and use basic manners, and understand the concept of taking turns, through play with each other and discussion with the childminder. Children are provided with a positive view of the wider world through interesting resources and exciting activities. They visit local places of interest to learn about the local community. This increases their awareness of diversity and their understanding of others.

Organisation

The organisation is good.

Children are happy and well occupied with their play in the welcoming and stimulating environment. They are making good progress in their learning and development due to good organisation. The childminder has started to keep records of observations of children, to plan activities so that she can develop their next steps of learning. She maintains all required training such as first aid and childminding practice. She also completed relevant courses and workshops

in childcare to further enhance her knowledge and develop her professional practice. Children's welfare and education is supported well through the childminder's clear use of most of her written policies and procedures, which covers the National Standards. The childminder has organised an effective system to share information with parents, which promotes children's welfare, safety and learning. The childminder keeps most required parents' consents and records for children to ensure she is able to care for the children in accordance with their wishes. Overall children's needs are met.

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 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 all medication and accident records are fully recorded
- ensure all parents' required consents are in place before childminding commences.

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