

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY364664              |
| <b>Inspection date</b>         | 03 April 2008         |
| <b>Inspector</b>               | Hazel Christine White |

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|---------------------------|--------------|
| <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 satisfactory. 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 2007. She lives with her partner and two children aged five and one year in the Coventry area of the West Midlands. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. She attends a local parent and toddler group.

The childminder is a member of the National Childminding Association. She is registered to care for four children at any one time and is currently caring for six children, three of whom are under the age of five years. All children attend on a part-time basis.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean home where they learn about hygiene routines and personal care. They are beginning to understand that they follow hand washing procedures to prevent the spread of germs. Older children attend to their own personal care, and nappy

changing routines are satisfactory. They rest and sleep according to their home routines and are appropriately monitored. Children's health is satisfactorily promoted because the childminder has a current first aid certificate, and clear procedures for recording accidents and administering medication. The first aid box is sufficiently stocked.

Children are well nourished because their parents provide meals to be re heated or packed lunches. Their individual dietary needs are met because discussions take place with parents. Children have access to water and milk throughout the day to ensure that they keep hydrated. Children are unlikely to suffer a stomach upset due to unsafe food because good food hygiene practices are followed.

Children have a general range of activities which contribute to their physical health. They enjoy using the trampoline in the garden and attend soft play areas where they have access to large climbing equipment. As a result, they develop their skills and confidence as they climb, jump and balance. Children talk about taking the dog for a walk and running in the park, therefore they get plenty of fresh air. They are beginning to learn that being active promotes good health and the impact on their body is that it helps to build strong muscles and bones.

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

The provision is satisfactory.

Children are cared for in a safe and secure home. Space is sufficiently organised to enable children to safely experience a variety of play opportunities in the living room. A welcoming environment is created by setting toys out, ready for when children arrive. Potential risks have been identified and minimised and daily checks ensure that children move around the home safely. Children choose from toys of good quality, and regular checks are made to ensure that they are safe and suitable to use.

Through discussion children are beginning to understand how to keep themselves safe. For example, they know to tidy toys away when they have finished playing so others do not trip over them. They are learning that they need to stay close to the childminder when out of the home and young children are securely fastened into pushchairs. Parents sign a consent form for children to go on outings, however, they do not give their permission for children to travel in a vehicle, therefore children's safety may be compromised.

Children practise the emergency evacuation procedure and records of these drills are kept. A fire blanket is readily available, and the smoke alarm is in working order on the ground floor. However, children's safety is not fully protected because the smoke alarm on the first floor has been removed. The childminder has a sound working knowledge of child protection and referral procedures. Children's safety is not sufficiently safeguarded as the childminder is not aware of contact numbers to pass concerns on to. Parents view a copy of the child protection policy to ensure that they are familiar with the procedures.

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

The provision is good.

Children settle well in the home and play with a wide range of activities which keep them keen and motivated to learn. Resources are age and stage appropriate and most are easily accessible. The childminder has a sound knowledge of child development and the children's current interests are well known. Children are becoming independent as they choose from the broad range of resources, such as books, construction toys, play dough, jigsaws and creative play. Toys are

rotated to keep them interested and they move freely between activities. Children enjoy building models from construction toys and mould with play dough. They use their imagination as they dress-up and make up their own games.

Children social skills are enhanced as they attend various groups. This enables them to mix with children of their own age. They play cooperatively together and learn to take turns and share. Children have a good rapport with the childminder and her assistant. New games and activities that they are unfamiliar with are carefully explained and as a consequence, children are well supported and encouraged to play with the full range of activities. They are shown affection and both the childminder and the assistant join in with children's spontaneous play. Children are encouraged to ask questions in order to acquire new knowledge and skills.

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

The provision is satisfactory.

Children have their individual needs met because the childminder has a good awareness of each child's requirements. Discussions are ongoing and any relevant information is recorded. They choose from a sufficient range of resources which develop a positive understanding of diversity and the wider world. The library is used to enhance the selection of books, and children have access to some multicultural dolls. They join in festival celebrations, such as Christmas, Easter and Chinese New Year. The childminder has previous experience of caring for children with learning difficulties and/or disabilities and is confident to judge how well individual children's needs can be met within existing routines. All children are included in activities and have free access to a general assortment of toys.

Children are becoming aware of rules regarding behaviour and learn to share, take turns and consider others. They wait patiently for popular resources, such as the computer, and understand that they are limited to how long they spend playing computer games. Children respond positively when praised and are thanked for being helpful, therefore, raising their self-esteem. The childminder and her assistant are consistent in their management and take into account the different levels of children's development. As a result, positive behaviour is effectively encouraged.

Children develop a sense of belonging because they are offered a settling-in period and gradual visits. Parents regularly share information about their child's needs, interests and experiences to ensure continuity of care. Good communication exists which promotes the children's welfare, care and learning. Generally all documentation and consent is in place and the childminder has developed some policies which are shared with parents. Consequently, parents are kept informed of the childminder's everyday practice.

### **Organisation**

The organisation is satisfactory.

Children are cared for in a relaxed, homely environment. Space is sufficiently organised to enable children to enjoy a general variety of activities. Children are confident and select from resources which in the main are readily available. Regular visits outside of the home contributes to children's social skills.

Policies and procedures are satisfactory in promoting the welfare, care and learning of the children. Communication with parents is good, they have daily opportunities for discussion about their child's care. The childminder's practice is appropriate in meeting the needs of

individual children. In general children's information and consent from parents is in place and kept up-to-date. Although the childminder has not attended any child care courses since registering, she is interested in training to keep her knowledge and skills updated. 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 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):

- obtain written permission from parents for their child to be transported in a vehicle
- ensure that a smoke alarm which conform to BS EN safety standards, is provided on the first floor and is maintained in working condition
- obtain Local Safeguarding Children Board contact numbers.

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