

Inspection report for early years provision

Unique Reference Number	EY366043
Inspection date	15 April 2008
Inspector	Joanne Baranek

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 inadequate – notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The childminder registered in 2007. She works along side with her mother and sister who also mind from the same premises.

The whole ground floor of the childminder's house is used for childminding and there is a enclosed garden for outside play.

The childminder walks to local schools to take and collect children and takes children to the local park for further outdoor play.

The childminder is registered to care for six children at any one time and is currently minding six children who attend both full-time and part-time.

The childminder supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

The health of the children is compromised by the childminder's lack of current first aid procedures. She has not attended an appropriate paediatric first aid course, and therefore has limited knowledge of the first aid procedures she needs in order to care for the children effectively. The childminder requests written permission for administering any medication to the children, however, the details are not consistently recorded when the medication is given, or if it is not required. This impacts on the ability for parents to have a record of the dosage of medication administered whilst with the childminder and affects the continuity of care for the child. Children's hygiene is maintained because of the procedures the childminder has in place to ensure the children wash their hands at appropriate times. The school-age children are reminded to wash their hands after using the toilet and before eating in order to prevent germs being spread. Younger children are encouraged to mirror the role models provided by the older children in order to start to manage their own health. As the childminder uses liquid soap and individual towels there is limited cross-contamination and spread of infection. The sick child policy that is adopted ensures children who are ill and contagious are not admitted into the childminder's home. This enables the spread of infection to be limited and as the parents are able to access this policy freely, they are fully aware of the need to follow this procedure. The childminder has additional information showing a variety of contagious illnesses which is readily available for parents to view. This shows the different exclusion periods and helps to inform the parents of the time scale they need to follow when their child is ill.

The childminder provides the children with nutritionally balanced meals for lunch, tea and snack times. The children eat meals, for example, sandwiches, pasta meals and roast chicken and have healthy desserts such as fruit and yoghurt. All dietary and religious requirements are requested on the admission form and this ensures the childminder has all the knowledge she needs in order to cater appropriately for all the children's needs. The children are provided with regular drinks throughout the day with the younger children having beakers or cups of juice and water during their session, and the school-age children receiving drinks when they arrive from school or as they request it. All of this ensures the children remain hydrated and nourished whilst within the care of the childminder.

Children's physical development is supported through the variety of activities and resources the childminder provides. The garden provides a secure area in which the children are able to run and play in safety. It has a playhouse for imaginative play, and bats, balls and hoops with which the children learn new skills. In the summer the childminder provides a sand tray, water play and a gazebo for the children to play with different activities whilst in the safety of the shade. The children visit the local parks on a regular basis where they are able to play on large equipment such as climbing frames, swings and slides. They access the garden area freely during the day as a free-flow system through the different rooms allows access to the outdoor environment safely. Overall the children are given plenty of opportunity to develop different physical skills, exercise daily and access fresh air on a regular basis in order to support their physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure in the childminder's home as she puts precautions in place to protect the children, for example, she locks all the outer doors and gates to stop the children from leaving without her knowledge or people entering unseen. Electric sockets are either covered with furniture, plugs or plug sockets throughout the house ensuring children are unable to play with them. There is a fire in the front room which is guarded and the childminder does not use this fire whilst the children are present, ensuring their safety. All chemicals and dangerous objects in the kitchen, for example, knives and cleaning fluids, are kept out of the reach of the children in high cupboards ensuring they children are not able to access these.

The childminder has a good variety of equipment suitable for all ages of the children she cares for. All toys available for the toddler children are age-appropriate and show no choking hazards and the resources provided for the school-age children are suitable for their development needs. All resources are cleaned on a regular basis and equipment, such as the small children's table in the kitchen, enable the childminder to care for the children safely within her home. The pushchairs have suitable safety straps and enable her to keep the children safe whilst they are out walking, and the use of the comfortable settee together with a travel cot, provide the children with an area in which they can relax and rest when they wish to.

The childminder's car is insured correctly and has all appropriate fitted booster seats, harnesses or seat belts. This ensures the children are safe and supported appropriately when travelling with the childminder. Whilst the children are out of the childminder's home they are kept safe through procedures and policies the childminder has in place. For example, all areas of the local park are checked by the childminder to ensure they are safe for the children before they access it, which includes checking for broken glass and ensuring that all equipment is safe for use. The children are kept safe from the danger of fire within the house because the childminder has smoke alarms and practises fire drills with the children on a regular basis. There is a clear procedure which the children and staff follow in the case of an evacuation. This includes a plan of the house with all exits and the assembly point marked, supporting parents and visitors with this evacuation procedure.

Children are safeguarded in the care of the childminder because of her good understanding of child protection and how to identify if a child is being abused either physically or emotionally. She recognises the need for confidentiality and to refer any concerns to the appropriate authority immediately. She has collated information about child protection and has this to refer to if required. The childminder asks the parents if their children have existing injuries when they arrive for their session, which is then logged down in their individual files. This helps to identify accidental injuries and any potential child protection concerns. As the childminder has attended the child protection section of her National Vocational Qualification course recently she has up to date knowledge that she can use to safeguard the children in her care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are able to learn skills and reinforce previous knowledge because of the resources the childminder has available on a daily basis. However, the childminder does not consistently use these resources to fully support the younger children's individual development in order for them to progress further. For example, she does not consistently challenge the younger children to develop through their play as they are mainly left to play independently. The childminder

is not overly familiar with the 'Birth to three matters' framework and this impacts on the support she is able to give the children within their play and her understanding of the children's individual needs. In turn this affects her ability to plan for the children's next steps in order to support them to reach their next stage of development.

Within the room there is a variety of toys that encourage children to play and these are changed on a regular basis to keep them interested. The resources available are appropriate to the child's age or level, for example, electronic toys are available for the children to practise their accuracy skills and develop their small muscle control. The childminder has different resources available for older school-age children such as board games and computer programmes which ensure their needs are met. The children role play and act out situations they are familiar with and the resources available support this. These include baby dolls, pushchairs and a play house where children pretend to take the baby for a walk and return to the play house to continue this activity. This supports both their physical and imaginative development.

The variety of resources within the house allows the childminder the opportunity to provide activities for the different ages of children present. Children are able to access the toys themselves from a selection in the different rooms and these include jigsaws, puzzles, board games, construction toys and outdoor equipment. As the childminder allows them to play freely they are able to investigate and learn new skills for themselves through trial and error. The older school-age children's creativity is supported as the childminder provides activities where they are able to draw, bake and build models out of recycled materials. However, there is limited access to these activities for the younger children as they are based on an adult's table which they are unable to reach independently, affecting their ability to be creative. The children visit the surrounding community to see a variety of places which include the local park where they are able to have fun on the playground equipment such as swings, slides and roundabouts. The childminder plans activities for the older children to encourage them to look for different places in the areas they visit, answering questions in a quiz like manner. These trips give children an opportunity to access different activities and resources that are not available within the childminder's house, socialise with their peers and learn to be observant.

Helping children make a positive contribution

The provision is good.

All children are included in the childminder's house because of her inclusive practice. The childminder asks the parents about their cultural and religious background on their child's admission form ensuring she is able to provide appropriate care for each child. There are appropriate resources that reflect the diverse world we live in, such as dressing up clothes including a sari and books showing positive images of people who are different which the children are able to access freely. There is opportunity for children to taste different foods from around the world, for example, Chinese stir fry and spring rolls, enabling the children to have an understanding of their different origins. The childminder provides activities that coincide with different festivals and celebrations throughout the year. These support the children to learn about different cultures through creative activities, for example, the children make special cakes with the childminder that reflect Diwali celebrations. This supports the children to have a good understanding of the wider community and world in which we live.

Children with learning difficulties and/or disabilities are supported sufficiently in the childminder's home as she has an understanding of additional needs and how to provide support for all children in order for them to be included in all activities and play. The childminder supports children with additional needs and ensures all activities are available and accessible,

and that all children in her care treat each other with respect. This ensures that all children are treated equally and have the same opportunities as their peers. The childminder fully supports children with additional needs as she talks to the parents about any support or specific care needs they may have. This enables her to gain information about each child's needs and ensures all are included in her care. If she has concerns about any child's development she discusses with the parents initially and seeks further support from professional associations if necessary, enabling the children to receive the care and support they need to progress further.

Children learn to manage their own behaviour because of the consistent methods the childminder uses from the time they start in her care. All methods used are age-appropriate and this supports their ability to understand the difference between right and wrong. With younger children the childminder uses distraction methods to divert their attention onto another toy or area of the room. For example, when two children have a disagreement over a toy the childminder explains that the other child was playing with this and then encourages them to play with another toy diverting their attention away from the situation. With the older children, the childminder explains why they cannot behave in such a way and the consequences of their actions. She gives them a warning in order for them to rectify the situation and this supports the child to start to manage their own behaviour. The behaviour management policy reflects the need for varying methods for the different age of child. The childminder informs the parents of the procedure she follows to discourage unacceptable behaviour in order for them to fully understand and use at home should they feel necessary.

Parents work well with the childminder within this environment and the childminder has a good relationship with them ensuring they are able to communicate successfully about the care of their child. With regard to how the children are progressing and what they are doing during the day the childminder verbally updates the parents ensuring continuity of care between the two areas of the child's life. The childminder has a policy showing the procedure she will follow in the case of a child not being collected and this supports the parents to know how their child will stay safe in this situation. There is a parents' complaints policy showing the different ways in which they can complain including to Ofsted as a regulator. However, the phone number is out of date so parents are unable to contact Ofsted to complain using the information she provides.

Organisation

The organisation is inadequate.

The childminder was found to not to be compliant with National Standard 1: Suitable Person (supporting criterion 1.5) in that she does not have in place a current first aid certificate. This impacts on her suitability as a childminder as she does not have knowledge of current first aid procedures. However, the childminder has a caring attitude towards the children and although she has no childcare qualifications she is currently working towards a National Vocational Qualification Level 3 in childcare.

Children are cared for within the designated numbers and the childminder has a good understanding of how to ensure their individual needs are met through remaining within the ratios set and provides adequate supervision. Although the childminder cares for children over the age of eight years old that are not required to be counted within her registered numbers she ensures that the provision of this care does not impact on the children under eight years old. The space in the house and garden suit the children cared for and is ample room for the children to run and play in safety.

The documentation the childminder is required to keep is all up to date and stored safely to ensure confidentiality. The register and accident books are up to date with all details required for the care of the children. However, the medication book lacks clarity with regards to the administration of medication. The admission forms the parents fill out contain all emergency details such as contact numbers for parents and a secondary source in case of an emergency and these are stored with any other paperwork relating to the child or family. Contact details are taken out with the childminder whenever she leaves the house to ensure she is able to contact the parents in the case of an emergency enabling them to be in contact. However, because of the lack of a current first aid certificate, overall children's needs are not met.

Improvements since the last inspection

This is not applicable as this is the first inspection since registration.

Complaints since the last inspection

Since the 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 to 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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- complete an appropriate first aid course that includes training in first aid for infants and young children

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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