



## Inspection report for early years provision

<b>Unique Reference Number</b>	256523
<b>Inspection date</b>	09 May 2006
<b>Inspector</b>	Rosalie Mary Turner
<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 was registered in 2000. She lives with her two children aged 15 and 16 and adult daughter in a residential area of the city of Norwich, Norfolk. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has three cats and keeps guinea pigs.

The childminder is registered to care for a maximum of five children at any one time and is currently minding four children on a part time basis. The childminder also cares for three children over eight years of age after school.

The childminder holds an appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are learning to understand the importance of personal hygiene through appropriate routines for hand washing, for example, after they use the toilet and before eating meals. Although some surfaces in the home are used to store clothes, books and various household items, the childminder ensures that the flooring is clear and she regularly shampoos the carpet so that babies are protected from the spread of germs. Furthermore, children are not allowed to attend if they are suffering from a contagious illness to protect others from cross infection. The childminder keeps a robust record of accidents to help safeguard children's welfare and she has written permission from parents to seek emergency medical care. Consequently, children are able to receive immediate help if they are seriously ill or injured.

Children are prompted to have drinks throughout the day and their personal drinking containers are within reach to help them meet their own health needs. They are provided with a range of nutritious snacks such as fresh fruit or breadsticks to help them learn the importance of a healthy diet. Babies are able to set their own routines for feeding and sleeping and the childminder checks their dietary requirements before she provides care so that they have meals appropriate to their needs.

Children are unable to have free access to fresh air because there are areas of the garden which are not safe. However, children are taken to the local park where they can use up their surplus energy to help them learn that exercise keeps them fit and healthy.

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

The provision is satisfactory.

Children are emotionally secure because the childminder is warm and kind towards them. The safe and attractive toys set out in the lounge and dining room encourage children to separate from their carers and stay settled.

Children are appropriately safeguarded because they are within the childminder's sight or hearing at all times. They are beginning to learn about road safety when they are taken for walks because the childminder talks to them about the dangers from traffic. Children are learning to keep themselves safe because they practise fire drills to help them understand the importance of escaping quickly and safely in an emergency. Although the childminder visually checks areas that the children use, her inspection is not robust. For instance, she does not always check the settee to prevent children accessing items that have fallen between the cushions such as a cigarette lighter. Consequently, children are not fully protected from possible hazards.

Children are protected from 'stranger danger' because the childminder will not release them to adults unless parents have given their consent and a password is known. She is able to recognise the signs and symptoms of abuse, such as changes in children's personalities and keeps local child protection guidance to hand. As a result, children's well-being is safeguarded

because the childminder is able to act quickly if she is concerned that they may be at risk of possible harm.

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

The provision is good.

Children relate well to the childminder and they are happy and relaxed in her company. Babies' routines are respected and their needs are well accommodated. For example, children benefit from close personal attention as it helps them to feel secure and develops their confidence. The childminder spends much of her time playing with the children and they are making positive relationships. Children communicate well because the childminder chats to them about what they are doing. She helps them to build on their language skills and increase their vocabulary by speaking distinctly and repeating words. Children confidently help themselves to the wide range of good quality toys that are regularly rotated and well presented at their level. Therefore, children are fully occupied in meaningful play and they are able to make progress in all areas of their learning.

Although the childminder does not formally plan activities, she ensures that the children have plenty of opportunities to lead play and develop at their own pace. Children particularly enjoy the stimulating range of collage materials that encourage them to be creative. They use small stickers, sparkly sequins and glue competently to make a birthday card 'for my Dad.' The childminder makes very effective use of praise to help children persevere with challenges. For example, she gives plenty of positive encouragement whilst they make their card saying 'Well done!' 'Good girl!' Consequently, children are learning to concentrate and they complete tasks to their satisfaction.

Children have worthwhile opportunities to make marks within their routine play and they form recognisable letters to write in their cards. Children enjoy stories as the childminder holds the book so that they can follow the text while she reads to them. They are making commendable progress with their reading skills because the childminder encourages them to try for themselves by saying 'I'm really tired, you'll have to help me!'

As a result of the childminder's pleasing support, children are making very good progress.

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

The provision is good.

All children are treated with equal regard and feel a sense of belonging as the childminder welcomes children from all backgrounds. They have plenty of opportunities to learn about themselves and their own traditions through the positive range of resources that reflect our multi-cultural society, such as dolls, puzzles and books. High regard is placed on developing children's self-esteem and confidence. In particular, the childminder uses children's names and makes very effective use of praise to help them to feel good about themselves.

Children of all abilities are helped to reach their full potential as the childminder has a considerable understanding of how young children develop. She is able to recognise any delay

and has practices in place to work with parents to seek support if children do not appear to be making progress.

Children are very well behaved because the childminder focuses on their positive actions, praising them so that wanted behaviour is repeated. Children are helped to manage their own actions because they are guided by the calm and polite reactions from the childminder. Their learning is reinforced as she uses techniques that are similar to those used at home, such as distracting attention or diverting children to another activity. If the childminder has to intervene, she quietly explains why she has asked them to change their behaviour. As a result, children are learning right from wrong.

Relationships with parents and carers are strong. Children's individual needs are well met as the childminder records parents' wishes for their care before minding commences. Their continued well-being is assured through the valuable two way flow of information between the childminder and home. For example, details about the children's school day or the play that they have experienced whilst in the childminder's care are exchanged as they are collected. The childminder feels that parents are pleased with the service that is provided. She has systems in place to guide carers of actions they may take if they have a concern about her practice and has developed methods to record details of complaints to fully promote children's welfare.

## **Organisation**

The organisation is satisfactory.

Children's well-being is supported because the childminder ensures that persons over 16 years of age are vetted to ensure that they are suitable to be in close contact with children. She holds a recognised childcare qualification but continues to access training to ensure that her knowledge and skills remain up to date. Consequently, she is able to plan and provide a meaningful range of activities, based around children's school or playgroup attendances, that help children to learn.

All legally required documentation is robustly maintained and the childminder has developed a full set of policies that cover all of the National Standards. However, she does not always follow this guidance, particularly to ensure that her premises are thoroughly checked for possible hazards, to fully safeguard children's welfare. The registration system ensures that the childminder knows who is present at all times to safeguard children's well-being in case of emergency evacuation. Children's personal details and contracts with parents are regularly reviewed, therefore, children are provided with care that is appropriate to their current requirements.

Overall, children's needs are met.

## **Improvements since the last inspection**

The previous inspection required the childminder to maintain the premises in a clean and suitable state and to encourage children to learn about personal hygiene. She was also asked to take actions to minimise risks to children, ensure that household members who are over 16 years of age are vetted and to make areas that are excluded from the registration inaccessible to children.

The childminder has cleared most surfaces so that they are able to be regularly cleaned and she ensures that children wash their hands before meals and after they use the toilet. Consequently, children are protected from the spread of infection. The childminder has carried out a visual check of her premises and she has taken steps to reduce any perceived hazards. However, her methods are not sufficiently thorough to enable her to identify all dangers to children to ensure that they are fully safeguarded. Children can play freely because all persons over the age of 16 years are suitable to be in close contact with them and a safety gate is fixed to the bottom of the stairs to prevent them from accessing areas that have not been checked for suitability.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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 children can play safely outside
- ensure hazards to children on the premises are minimised with particular reference to cigarette lighters
- ensure that policies and procedures for the safe management of the provision are effectively carried out.

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)