



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY317500
<b>Inspection date</b>	24 May 2006
<b>Inspector</b>	Sarah Catherine Jex

<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 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 2005. She lives with her husband and child aged two, in the town of Luton. Bedfordshire.

The whole of the childminders 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 for two children under five at various times and days of the week. She attends a local parent and toddler group, childminder support group and

takes children to the local park.

The childminder is a member of the National Childminding Association

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are welcomed into a friendly, warm and clean home environment where they can play, rest, sleep and be active according to their needs. They are able to learn the importance of good personal hygiene from an early age, through well organised routines and practice. They know to wash their hands after using the toilet and before eating meals or snacks. Children contribute to their own good hygiene practice by using tissues and wipes. The children are protected from infection because the childminder is well informed about their health and employs suitable methods to prevent infections spreading, such as implementing her sick child policy. Information is shared with parents relating to any aspect of their child's health and she values and respects parents' wishes. Sound procedures are in place for recording children's accidents or administering medication and parents countersign the entry, this impacts positively on the children's health and well-being. The childminder holds a current first aid certificate and is confident she can deal with any minor accidents.

Children benefit from a healthy diet. They enjoy home cooked meals, which have been planned in advance to meet their preferences and dietary needs. Meals include all the food groups and are healthy and nutritious for children. Children enjoy trying new tastes and experiences. The children help prepare some of their own snacks and meals, such as sandwiches, cakes and various fruit kebabs and vegetables, this helps develop their awareness of healthy eating and encourages them to try new things and to make healthy choices which is instrumental to their growing self-confidence. Children can access drinks at all times as they have an allocated cup which is regularly refilled throughout the day.

Children enjoy an appropriate range of physical activities which contribute to a healthy lifestyle. Children's health and development are very well promoted through their participation in a variety of stimulating physical activities. They enjoy outdoor play and choose from the range of equipment on offer. Children learn control of their own bodies as they access a range of equipment such as a slide, sit and ride cars and a variety of ball games. Children link with other children of similar ages when they meet up with other childminders, this promotes social and independent skills. Children's hand and eye coordination and dexterity is developing well as they are introduced to small world figures, jigsaws and creative activities such as painting, cutting and sticking. All children are able to fully participate in the activities because the childminder uses her experience and knowledge of child development to adapt these to a suitable level. Children are well supported by the childminder, promoting their confidence to try out new skills and experiences.

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

The provision is good.

The home provides a child orientated space for children to relax and have fun in familiar surroundings. Children's welfare is safeguarded by the childminder as she has a good awareness of safety. An active risk assessment is carried out on the premises, toys and activities to ensure potential risks are identified and minimised. Children are able to move around the home and garden and explore and take risks in a safe, controlled environment. Space and resources are organised to allow maximum free space for the children to enjoy and access safely. Children benefit from an effective range of safety measures. For example, stairgates, socket covers and a range of fire safety equipment. However, the childminder's knowledge of emergency evacuation is restricted as she has not practised the written procedure, therefore this compromises children's safety.

Children learn about keeping themselves safe whilst being in and out of the home. They learn about acceptable behaviour and the impact this has on their safety. For example, children know to hold hands or the buggy when out of the home and to stay together always in sight of the childminder. They learn about the reasons to pick up after themselves to keep things safe for all children playing. Supervision is of a high standard. Car safety is taught as children have appropriate sized car seats and restraints. They learn about the importance of keeping the belts in place at all times. Children have access to a wide selection of well-maintained, developmentally appropriate toys and equipment. These are selected according to their age and ability to ensure they gain maximum benefit from them and can play safely with them. Well thought out activities ensure the children's safety at all times. Children are able to play and take risks in a safe and controlled environment with suitable adjustments made to meet all their needs.

Children are well protected from possible abuse or neglect. The childminder is attentive to her responsibility to protect the children in her care and has a clear understanding of the signs and symptoms to look for along with the procedures to follow if she had any concerns. A written procedure is in place. The childminder has completed a child protection course and gives utmost priority to safeguarding all children's welfare. All other supporting documents are in place to reinforce her practice.

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

The provision is good.

The children are very well settled and happy at the childminder's home. They are secure and confident with themselves and the childminder. They are sociable and relate very well to others. When children are together they are encouraged to share and take turns with the toys. Children's independence skills are developing as they take part in child-initiated activities and are beginning to use their own imagination.

Children are supported well by the childminder as she is able to provide a range of stimulating and challenging experiences for them. These include imaginative play,

being creative and learning new skills in line with their development. Time is spent with other children so they learn to interact and socialise with others. The activities are varied and appropriate for the children's development and this enables them to move forward. Free play is incorporated into each day where child-initiated play is encouraged and supported by the childminder. For example, children choose books, they are able to look at them by themselves and gradually ask questions about what they see in the pictures. The childminder reflects back to the children whilst encouraging their thinking and language skills by asking open ended questions and allowing them time to think before making a response. There is lots of lovely chatter about differences in people and what they were doing. During this activity the childminder is able to adapt her language to meet children's individual needs. The childminder has identified herself and agreed to extend her current practice by demonstrating that play opportunities are planned and evaluated. This would enhance her practice and the children would benefit from having access to a wider and more challenging variety of activities. Children's self-esteem and confidence is growing through the consistent support and meaningful praise offered by the childminder.

Children have warm relationships with the childminder. Children approach her for physical comfort and reassurance which contributes to their sense of belonging and well-being. They have opportunities to think for themselves, express their ideas and interact with others by sharing and taking turns. Children's learning and development is extended by the childminder's constant awareness and knowledge of how children learn through play. Children respond happily to the childminder, gaining security to let her leave the room and continue their play. Children's individual needs and stages of development are considered and activities are often adapted to ensure all children present can participate. The childminder has an excellent knowledge of them as individuals and demonstrates genuine pleasure in their company.

The childminder refers to the 'Birth to three matters' framework to consolidate her in her knowledge and practise. She is adept at understanding the children's needs in order to help them grow and extend their development. She clearly knows the children well as she deciphers gestures and language, thus avoiding any child becoming frustrated or despondent.

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

The provision is good.

Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources which promotes a positive outlook of the wider world. Books are readily available and children enjoy discovering the world around them through sharing stories with the childminder. Children accept each other as individuals with the childminder setting an excellent example by valuing and respecting each child. Children's needs are met in a sympathetic manner through her open, honest and effective communication with parents and children. Activities are adapted to meet the needs of all children and a sensitive approach ensures children can play without fear of discrimination. The childminder's happy and respectful attitude encourages children to feel good about

themselves and show respect for others. The childminder knows the children very well and is responsive to their needs. For example, if a child needs extra reassurance or cuddles this is happily provided and children respond positively knowing they can climb up for a cuddle at any time.

Children know and accept the realistic boundaries in place and this impacts positively on their behaviour. For example, children know not to jump on the furniture or run inside. They respond well to the childminder and the high level of support and consistent strategies help them understand what is acceptable. Children are happy and confident. They ask for help when needed and praise and encouragement for their positive behaviour is widely given. Their confidence and self-esteem is enriched by the support and praise provided. When asking a child to respond the childminder always gives a reason and explanation for her request. This again helps children feel valued and respected. Children are absorbed and enthusiastic when playing happily and there are smiles, cuddles and other unspoken communication which confirms the happy and relaxed environment they have created between them.

The childminder has developed secure relationships with parents which impacts on the confidence and security of each child. She has time for each parent to discuss their child's day and progress, involving parents in their child's care. Parents are provided with information about the childminder's practice both written and verbal. A portfolio, documenting all aspects of her care, is available for parents. However, there is no complaints log in place. Parents are encouraged to participate in their child's care, sharing information between them to ensure a smooth transition between home and the childminder. Children benefit from having details of their day recorded into a daily diary which is shared with parents and opens an effective line of communication between them. Children's well-being is fully promoted because the childminder is committed to working in partnership with the parents.

## **Organisation**

The organisation is good.

Children are relaxed and at ease with the exceptionally well organised environment. Space and resources are well thought through to maximise play opportunities for children in order for them to develop to their full potential and at their own pace. Children are confident and enthusiastic when participating in the various fun, stimulating and challenging activities, when initiating their own play and extending their learning and play with others. The childminder daily plans her activities and has a copy of the daily routine available for the parents. She ensures the children have a good balance of planned activities, free play, busy and quiet times. Activities and her practice is regularly reviewed and builds on this to make changes as necessary.

The childminder's organisational skills are good and benefit both children and parents. The majority of her documentation and records are maintained in line with the National Standards and are used effectively to promote the care, welfare and learning of each child. Records are shared with parents and communication is excellent. This contributes to the trusting relationships developed between them and impacts on the children's feelings of security. Ratios are met at all times and the

childminder has an good awareness of the impact these have on the children's health, safety, socialisation and learning.

The childminder has a professional yet caring and sensitive approach to her practice which is clearly demonstrated in her practice. These ensure each child's potential is recognised and activities support and challenge each child. The childminder is committed to keeping her knowledge up to date and has attended various training courses. This contributes to her knowledge and awareness of children and her organisational skills to enhance the care she provides for each child. Overall the childminder meets the needs of the children who attend.

### **Improvements since the last inspection**

Not Applicable

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

There have no complaints made to Ofsted since registration.

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 aware 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):

- practise the emergency evacuation plan
- keep a record of complaints relating to the National Standards and any action taken

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

