



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY221047
<b>Inspection date</b>	30 March 2006
<b>Inspector</b>	Lynn Dent

<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 2002. She lives with her husband and two adult children in Leicester. The whole of the ground floor and the bathroom on the first floor of the property is used for childminding and there is a fully enclosed garden available for outside play. The childminder is registered to care for four children at any one time and is currently minding three children. The childminder walks to local schools to take and collect children. She attends the local carer and toddler group and takes children to the park.

The childminder has a number of pets including a dog, cat, owl, rabbit, guinea pigs

and a ferret. The childminder is an accredited member of the Leicestershire Childminding Network although currently she does not have any children in receipt of funded nursery education. The childminder supports children with special educational needs and children whose home language is not English. She is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children understand and can clearly explain why they need to maintain good health and hygiene. They inform me that washing hands takes away germs that can make them poorly. Therefore, they actively participate in daily routines, for example, regular hand washing to prevent this. Children are protected from the risk of infections and illness as the childminder implements clear procedures which means children are not cared for when they are infectious. Good daily hygiene practices by the childminder ensures floors are safe and clean for children to play and they are protected from the pets as they do not have access to these. Following accidents, children receive appropriate care because the childminder has completed first aid training. Consequently, the risk of further injury is minimised.

Children are well nourished as they receive a balanced diet which takes good account of their dietary needs. For example, a parent of a child with specific dietary needs works closely with the childminder to provide an appropriate diet. Children understand the benefits of healthy eating. They explain which foods are good for them and their dietary preferences. They know milk and fruit are better for them than biscuits and fizzy drinks. They state they prefer to eat biscuits and fish fingers. Children sit at the table for meals, this time is used well to develop good table manners. Children independently access drinks at will. The childminder is pro-active in encouraging children who do not regularly drink to do so. Therefore, they do not become thirsty.

Children's physical development is enhanced through daily opportunities to participate in a range of activities within the home and active outdoor play. They use a range of outdoor play equipment, visit local attractions and attend toddler swimming groups and gyms. Consequently, they develop coordination, balance and control of their bodies. Emotional stability is enhanced for all children because the childminder offers good support and ensures routines are flexible to take account of their individual care needs. Sleep patterns for younger children are maintained.

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

The provision is good.

Children's safety and welfare is effectively maintained because the childminder regularly checks the premises and resources for potential risks and implements a range of safety precautions. For example, a gate prevents children accessing the

kitchen and exterior doors are kept locked. Therefore, children cannot leave the premises unsupervised. Consequently, children can move safely and independently around the premises, freely accessing a wide range of appealing toys and resources, which are clean, developmentally appropriate and comply with safety regulations.

Children are encouraged to keep themselves safe and understand rules to support this. For example, they know they may fall if they jump off furniture. They learn about the emergency evacuation procedure as the childminder discusses this with them. However, this has not been practised. Children are kept safe when playing in the garden as the childminder ensures the grounds are clean before allowing them to play and maintains constant supervision.

Children are kept safe outside the home because the childminder implements clear procedures. Consequently, children know they must hold hands with the childminder or hold onto the buggy when crossing the road. They understand they may walk a little way ahead of the childminder on the pavement and use the next lamp post as a stopping point. Children's welfare is effectively maintained as the childminder has a clear understanding of child protection issues and the local child protection reporting procedures.

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

The provision is good.

Children's care and development are promoted because they spend their time purposefully engaged in a good range of stimulating experiences. The childminder dedicates quality time to playing and effectively interacts with all children at their individual developmental stage. Children have fun with the childminder who effectively provides a good range of interesting free and structured activities and play experiences. Therefore they persist in what they are doing for sustained periods of time. They actively participate in small world play, imaginative play and share books. Children particularly enjoy craft activities. They make pictures by colouring and sticking. All children's efforts are valued. Some children are skilled in drawing detailed pictures, others are early mark making. However, they all receive appropriate praise. Children's interests are effectively acknowledged and supported. For example, children like cranes, therefore, the childminder takes the children into the city to watch the ongoing development and building work.

Children can freely and independently access appealing and stimulating resources which supports their play and develops their ability to make choices. They receive regular opportunities to interact with other children outside the home. This enhances their emotional and social development, encouraging them to develop relationships and respect for their peers. Play and learning is effectively enhanced outside the home through regular visits to local places of interests and everyday events. For example, children become excited and watch the dustmen collect the rubbish. The childminder extends this effectively by encouraging talking about recycling.

Children are settled and enjoy their time at the setting. The childminder treats the children with kindness and respect. Consequently, they have well developed self-esteem, show good behaviour and are motivated to play harmoniously together.

Effective use is made of the early years guidance, 'Birth to three matters', to ensure children receive good care and their development is enhanced. Consequently, children learn to develop their independence and adapt their own learning by making choices. Children's language is well-developed as the childminder uses sensitive questioning and discussion to help this. Discussions with older children are detailed and a range of open-ended questions are used. For example, the childminder asks children what is different when they wear sunglasses. In comparison younger children are asked simple questions, for example 'Where's the train?'. All children's needs are fully met because the childminder knows the children well and clearly understands their current stage of development.

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

The provision is good.

Children feel valued in the setting which takes good account of their individual needs. Activities and experiences are adapted to ensure they are accessible to all children. For example, children sit at a table to complete craft activities. Younger children receive the same opportunity by sitting in a high chair next to the table. Children have good opportunities to learn about the local community and changes that take place throughout the year as the childminder actively encourages them to talk about what they see. Children showed me frog spawn they had collected and know they turn into frogs. Therefore, they understand this life cycle. Children learn about diversity as they attend local groups. This helps them to learn to respect those who are different to themselves. Children with special needs receive good care as the childminder works closely with parents to ensure that equipment and experiences meet their individual needs and promotes their learning.

Children show good behaviour. They play harmoniously together and respond well to instructions and suggestions from the childminder. For example, children play with a doll's buggy when another child is playing with a doll's pram. Children have well developed self-esteem because they receive consistent praise and encouragement. They are treated with respect and kindness and are learning to treat others in the same way. They demonstrate good manners as the childminder is a good role model for this. Children are confident to make decisions about their play and personal needs, for example, choosing activities and resources. Therefore, they play a valuable part in the setting.

The childminder forms positive relationships with parents. They receive information at the induction about the service provided and are kept well informed of their children's day and achievements through informal discussions and detailed daily diaries. Parents are happy with the care their children receive and express this by writing comments like 'The childminder's house is like a second home to my child'.

### **Organisation**

The organisation is good.

Children's developmental needs are met because the childminder has completed

training, for example 'Birth to three matters', to effectively support this. The well-organised environment ensures children have space and time for active play, activities and relaxation. They can play alone or interact with their peers and the childminder. Children's welfare and play are promoted by clear procedures which ensure they receive good care. They are confident to participate in and extend adult-led activities and to initiate their own play and learning. The childminder positively encourages younger children to make choices and involves them in daily routines to help them develop their independence. For example, children offer snacks to their older peers. Effective partnerships with parents and carers are fostered. Consequently, good two-way communications is developed to ensure children's current care needs are identified and met. Children are protected from people who are not police checked as the childminder maintains constant supervision of them. Documentation is easily accessed, organised and clearly presented to support the care of the children. However, consent to transport children in a vehicle is not in place. Overall the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection the childminder agreed to complete training in first aid and improve documentation. The childminder has taken appropriate action to meet the recommendations. First aid training has been completed and consent from parents to seek emergency medical advice or treatment is in place. Therefore, children receive the appropriate care following accidents.

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

There have been no complaints made to Ofsted since April 2004. 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):

- practise the emergency evacuation procedure
- obtain written consent from parents to transport children in a vehicle

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