



Inspection report for early years provision

Unique Reference Number	EY236343
Inspection date	17 May 2006
Inspector	Jayne Clarke
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 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 in Staffordshire. The whole of the ground floor of the childminder's 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 five children at any one time and is currently minding four children under five and five children over five years. Children attend variable times throughout the week and before and after school. The childminder walks to local schools to take and collect children. She attends the local parent and toddler group. She takes children to the local library and park. The family have a rabbit.

She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop understanding and awareness of good health and hygiene routines. They use children's hand wash products to learn how to wash their hands before meals, after going to the toilet and after helping to feed the rabbit. Children use individual items for personal hygiene and hand towels are changed daily. This encourages children to keep themselves clean and prevents the spread of infection.

Pets do not pose a health risk because adequate arrangements are made for pet care and hygiene routines. The rabbit is housed in the garden. Children learn to take care of animals in a safe environment. There is a clear policy to inform parents about pets so that children with allergies are protected.

Effective use of the outside area promotes children's physical development. Physical activities and games are organised in the garden. Children enjoy a variety of active games indoors and outside. They regularly walk to and from school and visit the local park. Children have opportunities for rest and sleep to meet individual routines throughout the day and at quiet times so that they can relax.

Children are offered regular drinks throughout the day. They have meals at routine times which are healthy and nutritious. Sweet and savoury snacks and drinks are kept to a minimum so that children develop awareness of a healthy lifestyle. Children's individual needs are respected with regard to dietary requirements and personal preferences.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe because the premises are secure. Rooms are effectively checked through daily risk assessment so that children play safely in a warm and welcoming environment. All reasonable steps are taken to ensure that children have safe access to a full range of interesting and stimulating activities indoors and outside which promote their development.

Children benefit from a good range of resources which are safe and suitable for their age and stage of development. All equipment is checked as it is used and good attention is given to make sure that children play with good quality toys that remain in suitable condition. Appropriate furniture and equipment is in place to keep children safe inside and outside the home.

Children's awareness of safety issues is continuously developed through every day routines and learning activities. Children understand rules and procedures which teach them how to cross the road safely and how to leave the building in an emergency. The childminder provides good encouragement and support to help children learn about emergency first aid procedures. Children participated in a 'mini first aid' course to learn how to place people in the recovery position and how to phone for emergency services. This helps children to understand emergency procedures and how to help others. Children are well supervised within sight and sound of the

childminder at all times. Sleeping babies are frequently checked. Good arrangements are in place for the safe arrival and collection of children and transporting them safely in a vehicle.

Children's safety and well-being is safeguarded because the childminder has attended child protection training. She fully understands procedures to protect children from harm. She has good knowledge of the indicators of abuse and knows what action to take if she has concerns about a child, or if there were any allegations of abuse whilst children were in the care of the provider.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from the childminder's good knowledge and understanding of child development. She is familiar with the 'Birth to three matters' framework and successfully uses it to provide a range of stimulating activities and ideas to help babies and young children make good progress in their development and learning. She is developing her knowledge further with regard to the Foundation Stage to actively promote the next steps for children's learning.

Children are involved in active games indoors and outside. They play games with balls, sit and ride toys and use small and large climbing equipment in the garden. They listen to music to dance and move their bodies in response to rhymes, songs and television programmes. Children have regular opportunities to use a variety of materials and tools including paint, play dough, crayons, pencils, pens, and scissors in their creative play. They use glue and collage materials to create pictures and explore the texture of play dough. Children take part in a variety of role play games where they can dress up in traditional costumes and find out about people from different countries and cultures. They use dolls, small world toys and role play equipment to act out familiar experiences which helps them to make sense of their world. Children learn new skills which promote language and mathematical learning through books, activity games, rhymes, word puzzles and board games. They take part in domestic routines such as shopping for food and drink items and cooking activities.

Children are encouraged to make decisions about what they want to do and play with. Toys are easily accessible to the children from low level storage boxes in the playroom. Younger children move freely between play areas and are encouraged to be part of group activities with others. Children make suggestions for future activities and know what is available if they want to play with resources of particular interest.

Children develop a sense of pride in their achievements. Paintings, artwork and football trophies are proudly displayed within the play room. Children are actively encouraged to take part in fund raising events and visit local facilities such as the Radio Bus. This helps children to develop positive relationships and contributes to their self-esteem.

Children are happy and settled and are familiar with consistent routines. Children learn to socialise with others because they play games and eat meals together. Older children learn to help with routines of younger ones. Children of different ages enjoy each other's company. They have strong and trusting relationships with the childminder. She consistently and positively interacts with the children to encourage their interest, involvement and learning taking into

account children's age and stage of development. She takes time to find out what each child likes to do and includes activities and resources to develop their interest and learning. Babies and young children play with a variety of action toys to find out how things work, they have fun with a good range of imaginative play equipment that promotes role play. They sing along with delight and enjoyment to nursery rhymes and songs and watch favourite television programmes when they want to rest and relax. Children's comforters and familiar routines are recognised as important to enable new children to settle and separate happily from parents.

Helping children make a positive contribution

The provision is good.

Children learn about the wider world. They see pictures in books and posters and play with toys which show positive images of people from different ethnic groups and people with disabilities. They talk about people who are different from themselves and take part in activities to celebrate a variety of festivals throughout the year. This helps children learn about the cultural and religious beliefs of others.

Children's individual needs are met well. The childminder takes time to find out from parents about children's care and sleep routines, favourite games, toys, and personal preferences. This respects children's individuality and helps them to feel good about themselves.

Children are treated with equal concern. Resources are accessible to all children which promotes inclusive activity for boys and girls. The childminder has a clear equal opportunities policy that addresses discrimination. This helps children to respect and value each other.

The childminder understands how to provide appropriate care and support for children with learning difficulties and disabilities. She knows that working closely with parents and support agencies to meet any necessary requirements helps children settle, take part in activities with others and have their care and privacy needs met. She attends any relevant training to learn how to support children's specific needs. This shows a strong commitment to inclusive practice.

Children are happy and settled and behave well. They respond with smiles and interest to the childminder's calm and kind voice. Children receive cuddles and re-assurance to help them feel loved and secure. Good behaviour is promoted well. Children respond positively to clear and consistent boundaries. 'Rules' are clear so that children know what is expected of them. The behaviour management policy and strategies are shared with and understood by parents.

Children benefit from the strong and trusting relationships between their parents and the childminder. Daily conversation takes place to share information about the children's care, routines and activities. Photographs are attractively displayed to show children's involvement in activities and outings whilst they are in the care of the childminder. This contributes to children's progress and welfare. Parents receive detailed information about policies and procedures and how to contact Ofsted so that they are fully informed about the childminding service provided.

Organisation

The organisation is good.

Children are supervised by the childminder at all times. She demonstrates good knowledge and understanding of the National Standards for childcare. All adults on the premises have completed the necessary vetting procedure. Children benefit from the childminder's extensive knowledge of how they learn and develop. She has completed relevant childcare training and is committed to developing and improving her practice.

Space and resources are effectively organised so that children can easily reach toys and equipment and choose different areas of play indoors. They have regular opportunities for outside play at the local park, during nature walks and on outings. Toilet and nappy changing facilities are good. Children's individual care routines are respected. Children are settled in a well organised environment which helps promote their independence and learning.

All required documentation which contribute to children's health, safety and well-being is in place. Policies and procedures are shared regularly with parents to keep them well informed about the service provided and their child's activities. The attendance record is accurately maintained so that children's arrival and departure times are recorded. Children's records are well kept and include relevant details to ensure that children's individual needs are met and parents wishes are respected. This contributes to continuity of care.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the childminder was asked to improve her attention to potential hazards around the house and the provision of resources and activities that reflect and promote equality of opportunity. She now conducts daily risk assessments of the premises, toys and equipment to ensure that hazards to children on the premises are minimised. Resources now include a range of toys, books and puzzles that show positive images of people with disabilities and from different faiths and ethnicity. Activities and outings help children learn about people in their community and from the wider world who are different from themselves.

Complaints since the last inspection

There have been no complaints since 1 April 2004.

The provider is required to keep a record of complaints made by the 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):

- continue to develop knowledge and understanding of how to promote the next steps for children's learning.

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