



## Inspection report for early years provision

<b>Unique Reference Number</b>	307585
<b>Inspection date</b>	20 October 2006
<b>Inspector</b>	Lesley Sharples

<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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The childminder has been registered since 1988. She lives with her partner, also a registered childminder and two teenage sons in Blackpool. The whole of the downstairs is used for children and minded children have access to the playroom, lounge and kitchen. The upstairs bathroom and two bedrooms are also used. There is a garden to the rear of the house and the family have three pet dogs, kept in a separated outdoor area.

Registration is for a total of six children. There are currently three children on role, who attend full time.

The childminder is a member of the National Childminding Association and completed NVQ Level 3 in Early Years Care and Education in June 2004. She is a member of the Teen Parent Network, the local Seaside's childminding group and the National Childminding Association Approved Children Come First Network.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children have all their health needs extremely well met. The childminder provides a scrupulously clean and well maintained home where they learn, through effective routines, the importance of hygiene and personal care skills. Individual children have their own towels, bedding, comforters, wipes, cups, plates and spoons and this helps prevent the spread of infection. Children are also learning at a young age to keep their teeth healthy. They have regular opportunities to brush their teeth and follow good routines for implementing this. They recognise their own belongings and sometimes tell the childminder when she gets it wrong. The childminder acts as a good role model to children, by observing strict hygiene practices when nappy changing and regular hand washing. Children rest and sleep according to their individual needs and in full consultation with parents. This means that they follow their home routines as far as possible and this significantly supports young children's emotional well-being.

The childminder successfully ensures children enjoy many and varied types of physical activities. Hence they develop a good sense of control and coordination over their bodies. Outdoor play items are also brought inside during inclement weather, such as the small slide, so that physical development is part of the children's daily experiences and therefore consistently promoted. Children also experience plenty of outings. They go to the park and lake, child activity centres for soft play and ball pool experiences. This is in addition to meeting with other childminder's children for socialising.

Documents relating to the administration of medication and the recording of accidents fully support children's health and safety. Parents sign each entry including any existing injury. Consents for emergency medical consent for advice or treatment are in place as required, and first aid boxes for both in the home and on outings are maintained. There is a written sick children policy and the childminder has complete understanding of the requirements to inform of certain illnesses.

Children learn the valuable importance of healthy eating because the childminder provides them with a range of nutritious foods. She introduces new tastes and textures, such as peaches and endeavours to include the 'five a day' principle. Activities relating to foods are also offered so that children understand, in a fun way, about the foods they eat. Children have their health and dietary needs met because the childminder uses information from parents about individual children's dietary needs. There is a strong understanding of applying vigilance to this aspect of her practice and highlights on the menu, any specific dietary needs to ensure they are met.

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

The provision is outstanding.

Children have a real sense of belonging within the home. They confidently move around the space, which is dedicated for their use and relate extremely well with the childminder. They are valued because their art work is displayed and items are brought and used from home, such as a blanket and soft toys, to help them feel secure. Children are cared for in a safe, welcoming

indoor and outdoor environment which is maintained to a high level. They move around freely and have plenty of space to spread out on the floor together.

Their growing independence and curiosity is encouraged because suitable toys and equipment are stored safely at low level, with older children's equipment stored higher. Children use an excellent range of safe, good quality and developmentally appropriate resources. Exceptional equipment and resources, such as the purpose designed low level tables and chairs, provide children with safe and sturdy means for playing and eating. Considerable activities are purposely offered and rotated to offer wonderful interest and constant stimulation without providing too much.

Children's risk of accidental injury is minimised with the childminder taking all the necessary precautions to keep children safe, both on and off the premises. High priority is given to thorough risk assessments covering all areas of the registered premises as well as some activities, such as water play. Children learn about keeping themselves safe through monthly fire practices as well as learning about and respecting animals. They are encouraged to stroke the pet dogs when given access to them, but know not to when out and about with strange dogs. Children of varying ages are kept safe and secure on the premises by the effective supervision in place, for example checking sleeping babies regularly and using sleep monitors. Children's safety on outings is carefully catered for with positive precautions taken. For example, using walking reins and talking about being safe on the road.

Children are further protected because the childminder has updated her knowledge and understanding of child protection by attending relevant training to intermediate level. Therefore, she is secure in the procedures and her role and responsibilities in line with the Local Safeguarding Children Board. Documentation includes the guidelines 'What To Do If You're Worried A Child Is Being Abused-Summary' and she has a written policy with relevant telephone numbers.

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

The provision is outstanding.

Children enjoy a superb and very well presented variety of activities which enables them to make very good progress in all areas of their development. The childminder is successful in meeting the needs of children under three years and has a thorough knowledge and inspiring understanding of the application of the 'Birth to three matters' framework. She completes a daily journal with areas of development noted relating to and linking aspects within the framework. Children are making positive and secure relationships with their peers and the childminder. They freely express their needs and wishes as they laugh and hug each other and this promotes their emotional well-being.

She provides high levels of individual care and attention to ensure their needs are met and plans activities with flexibility. This means that children can choose activities for themselves as well as enjoying adult led ones.

Toddlers and infants relish exploring absorbing sounds whilst squeezing toys, look at their reflections in a mirror, sort large shapes, go into dens and move vehicles adeptly. They play

together in harmony and are constantly stimulated and interested, so consequently are never bored. The childminder ensures the baby enjoys a lengthy period of individual attention whilst other children are asleep. Interaction is genuinely enjoyed by the baby with responses to facial expressions and plenty of smiles as well as various happy sounds. Songs are sung, plenty of cuddles given as well as the opportunity to explore various textures from a basket of toys. Toddlers thoroughly enjoy free painting and explore making marks. They are encouraged to use their hands to form patterns and take great pleasure from the experience. Children hear colours, number and letters during their learning and are beginning to associate them with what they see. The childminder spends time talking and listening to children, which successfully promotes children's self-esteem and confidence.

There is a wide range of activities planned away from home. Children go on outings and have significant opportunities for socialising with others, as they discover new environments and experiences. For example, going to the park and to child activity centres, as well as joining with others at birthday parties and sports day events. This provides them with inspiring and challenging opportunities to develop social and intellectual skills.

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

The provision is outstanding.

Children's individual needs are discussed fully with parents and adopted by the childminder. She has appropriate knowledge and awareness of the importance of individuality and children are treated with equal concern and attention. A considerable understanding of equal opportunities issues and how this affects practice for children is fully addressed. For example, she uses resources as part of children's everyday experiences to contribute to their growing awareness of the wider world. Differences are learnt about in favourite stories, such as other cultures and families. For example, a father and son looking in a mirror at their reflections and talking about themselves and the differences between them, such as their colour of eyes. Children also play with figures with disabilities, have stories about life events, such as going to the doctors and going out into their local community. This captivates children and helps promote a sense of self and a positive attitude to others.

Children behave exceptionally well and are learning to share and cooperate with one another. Both the childminder and children celebrate their success and achievements by clapping hands and cheering. This boosts children's self-esteem and fosters confidence. Skills learnt from attendance at a behaviour management course are implemented and many positive and encouraging expressions, such as 'clever boy', are used. Minor altercations are dealt with in a calm and sensitive manner. The childminder is aware that these are part of children's development and manages situations without the use of the word 'no'. She helps children understand by explanations of 'not nice' and encourages cuddles and shows them how to kiss instead of biting.

The childminder works closely with parents, sharing information on a daily basis to ensure that children's individual needs are recognised and their welfare promoted. She works with teen parents as part of the network and uses her experience in helping young parents. She maximises the use of home visits as part of relationship building and invites the extended family to see her home. The routines and developmental progress of young children and infants is discussed

and reviewed frequently with parents to ensure consistency of care. Children's care is enhanced because all information, including consents, as well as policies and procedures are shared with parents. This significantly contributes to effective partnership.

### **Organisation**

The organisation is outstanding.

The childminder ensures children's all round development is completely met. She holds an NVQ Level 3 in Early Years Care and Education and actively seeks training to enhance her skills, knowledge and experience. For example, she completes additional training three times throughout the year as part of the Teen Network she belongs to, and ensures her first aid training is current. She is proactive in ensuring preparation is made for checking all adults in the household. Children feel at home and at ease by the welcoming, friendly environment. This means they are confident, independent and able to initiate their own play and learning in bright and well organised play rooms.

Extremely well organised documents contribute to the safe and efficient management of the provision. Adult to child ratios support children's care, play and learning and their attendances are recorded accurately and are up to date. Confidentiality is acknowledged and thoughtfully maintained. There are comprehensive policies and procedures written covering each National Standard, which demonstrate her full understanding and commitment to complying with requirements. She completely understands the importance of informing Ofsted of changes and significant events to keep the regulator informed.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

Since the last inspection it was agreed to devise and practise emergency evacuation procedures, undertake a risk assessment of the premises, obtain parental consents for emergency advice to treatment and to share incidents relating to physical intervention with parents.

All recommendations have been fully implemented and as a result, children's safety is improved and partnership with parents is strengthened.

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

Since 1 April 2004 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 by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

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)