



## Inspection report for early years provision

<b>Unique Reference Number</b>	222415
<b>Inspection date</b>	07 September 2006
<b>Inspector</b>	Lynn Clements
<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 1996. She lives with her husband and three young children. The ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. They live in a residential area, in the village of Ickleton.

The childminder is registered to care for a maximum of four children at any one time and is currently minding three children under five-years-old on a part-time basis. During the inspection one minded child was present. The childminder organises her routine around daily school runs. She attends the local toddler group and helps at a specialist group for children with learning difficulties and/or disabilities. The family have a rabbit and two guinea pigs as pets.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn about the importance of good personal hygiene through regular daily routines. They wash their hands after using the toilet and before eating. Hand towels are changed regularly to minimise the risk of cross-contamination. Young children know that they need to wash their hands after playing with 'Mr Hoppy' the bunny rabbit 'to stop germs'. Verbal discussions with parents regarding the childminder's sick child policy helps to prevent the spread of infection. Individual records are in place and completed by parents to ensure the childminder has relevant information. The childminder obtains clear written instructions from parents about medicines and has all relevant permission in place to protect children in an emergency.

Children benefit from the childminder's very good knowledge and understanding of childhood nutrition. They enjoy healthy meals and snacks, with fresh fruit and vegetables every day. Children learn about healthy eating through meaningful experiences, such as helping to make snacks and joining in cooking activities. They know that 'vegetables and fruit are good for you'. Children pick blackberries and walnuts when walking in the village and talk about making a blackberry pie for their tea. They learn about different foods and buy produce for snack from the local shop. Beakers and cups placed at child height ensures no child remains thirsty. Children's individual likes and dislikes are met and respected and balanced meals and snacks help children to remain fit and healthy.

Children learn to lead a healthy lifestyle as they take part in regular exercise such as playing in the garden, walking to school and running around the park. The childminder plans a range of activities that enable children to build on their existing skills and increases their confidence to use a wide range of equipment and play apparatus that provide challenge. All children are able to rest or be active according to their individual needs.

The childminder has a clear knowledge and understanding of the needs of babies and children under three years. Children develop new skills according to their stage of development using the wide range of suitable toys and resources she provides. The childminder has begun using the 'Birth to three matters' framework to support her practice with children under three years.

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

The provision is good.

The organisation of the play space along with thorough risk assessments of all child accessible areas ensures the environment remains safe for children. Toys and resources are regularly checked and cleaned so they remain in good condition for children to use. Children are able to make their own choices and move freely around the setting including playing indoors or outside. The provision of good child accessible storage enables children to extend their own play and learning, and the childminder encourages them to tidy away afterwards to prevent tripping hazards.

Children are supervised at all times. The childminder takes positive steps to help children understand how to keep themselves safe. For example, she has developed fire escape routines and children practise road safety when out and about to keep themselves safe. The childminder is careful to check the identification of visitors and never lets children leave with adults she has not met and agreed with parents that it is safe to do so.

All the required procedures and documents are in place to ensure the childminder safeguards and promotes children's welfare. She has a sound understanding about her responsibilities with regards to child protection and has attended relevant child protection training to ensure children's welfare remains paramount.

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

The provision is good.

Children are very confident and secure in the childminder's home. They freely explore activities and the excellent use of child accessible storage enables even the youngest child to access toys independently. Children have plenty of opportunities to investigate and develop their skills and interests in all areas of learning. The wide variety of good quality resources enables them to increase and extend their own play, for example, they enjoy making play dough bacon and eggs or pizzas and create sand pies which they carefully take from the role play oven reminding the childminder to 'be careful because it will be warm'. Children learn about the world around them, taking walks and exploring the countryside, they make trips into the village meeting local people or collecting wild blackberries which grow in the lane. Regular trips to the mother and toddler group helps to increase children's confidence to socialise with other children and learn about the world around them.

The childminder listens to children, giving them time to share their thoughts and ideas. She helps and encourages them as they share stories. Children excitedly open the flaps in the story book talking about the different types of animal they can see and their favourite colours. They explore simple maths during cooking activities and while playing in the sand as, they fill saucepans up to the top then empty them again. Children develop their curiosity as learners investigating corn on the cob, they concentrate while slowly peeling back the layers and examining the strands which they conclude look a bit like hair, they taste the corn and those who do not like it have fun feeding it to the guinea pigs. The childminder uses plenty of positive praise and encouragement to develop their interest.

Younger children form good relationships with the older ones as they play alongside them and learn to share resources. All children try different activities and share ideas without fear of failure.

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

The provision is good.

Children form good relationships with each other and the childminder. They learn to share and take turns. Discussions with parents prior to placement and home visits provide the childminder with relevant background information about each child which is used well to help them settle

and move with confidence between their home and that of the childminder's. Positive images and resources provide opportunities for children to explore diversity. The childminder organises topics enabling children to taste different foods from around the world, and provision is made for children to explore other cultures and customs through books, discussion and activities.

The childminder works closely with all families to support children effectively. Parents are consulted about any special services that may be required. Children understand responsible behaviour and learn about boundaries because the childminder is able to manage a wide range of children's behaviour. The childminder deals with behaviour consistently and ensures that it is proportionate to the child's level of understanding. She creates an environment that encourages children to behave well. With gentle reminders from the childminder, children learn to take turns and share. Positive praise and encouragement supports children's confidence and raises their self-esteem. Children behave well and clearly understand what is expected of them.

Parents have opportunities to share in their children's achievement through verbal discussions and written profiles. Shared information at handover times ensures the needs of the children are put first and provides continuity of care between their home and that of the childminders. However, there are no formal systems in place to record and respond to any concerns raised by parents, ensuring issues are dealt with and resolved quickly in the best interests of the child.

## **Organisation**

The organisation is good.

The organisation of the childminding promotes positive outcomes for children. Children benefit from the childminder's experience of caring for children and her good knowledge and understanding of child development. They choose for themselves from the attractive resources that are provided by the childminder each day. There is enough space for them to play indoors and out. Toys and equipment are well organised and stored at child height so that they can learn to make decisions. In addition, toys and equipment for babies and children under three supports their overall development and encourages them to become confident and independent.

All records are securely stored and confidentiality is respected. All documentation required by regulation is in place. However, daily registers require updating to ensure children's attendance is accurately recorded so children can be officially accounted for at all times.

The childminder helps children to make progress and have fun in her care. Overall, children's needs are met.

## **Improvements since the last inspection**

At the last inspection the childminder agreed to improve outcomes for children. She now has written permission in place from parents enabling her to seek emergency medical treatment and ensure children are cared for appropriately in the event of an accident. Dietary information from parents is also in place enabling the childminder to meet children's individual needs. All low level kitchen cupboards have locks and hazards such as knives have been moved to the top cupboards to keep children safe.

### **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):

- devise a system for recording complaints and ensure any written or electronic concerns received are responded to within 28 days
- ensure registers are maintained appropriately at all times including times of arrival and departure so children can clearly be accounted for at all times.

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)