



Inspection report for early years provision

Unique Reference Number	259915
Inspection date	07 September 2006
Inspector	Linda Gail Moore

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 1997. He lives with his wife, daughter, son-in-law and grandchild in a house in Derby. The whole of the ground floor and two first floor bedrooms are used for childminding. There is a fully enclosed garden available for outside play.

The childminder works with his wife who is also a registered childminder, both childminders have joint responsibility for the childminding practice. The childminder is registered for a maximum of six children. When working with the co-childminder they may care for a maximum of 12 children. Currently they are caring for 17 children between them, they all attend on a part-time basis.

The childminder provides overnight care for families. He drives and walks with children to local schools, toddler groups and parks on a regular basis. The family have an African grey parrot.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy as the childminder is aware of how to minimise the risk of cross-infection, for example, providing individual towels and sheets. Rooms and equipment are clean and well maintained. Toys are inspected after each use and cleaned if necessary. These measures ensure children benefit from playing in a clean and safe environment. Children's personal care needs are met effectively through consistent routines, for example, washing hands regularly and brushing their teeth. They learn why they need to wash their hands and how eating healthy food helps to keep their body strong. As a result they are beginning to understand the importance of good health and hygiene practice.

Children's health and dietary needs are met effectively. The childminder is clear and well informed about each child's dietary needs and preferences. He works in close consultation with his co-childminder and parents to share information regarding any specific needs. This works well in practice as children eat healthily and are well nourished. Snacks and meals provided are nutritious and sufficient in quantity. The childminder shares the task of preparing and cooking meals with his co-childminder. This has positive impact on the children's care and the level of attention they receive, as there is always one adult available to play with them whilst meals and snacks are prepared. Meals are generally made with fresh ingredients such as cauliflower cheese, tuna pasta and roast chicken. Children are encouraged to try new textures and tastes. They eat at the kitchen table and are supervised well, they learn good manners and how to use a knife and fork. This promotes their social and independence skills.

Children enjoy physical activity. Their physical development is encouraged and promoted as they participate in indoor and outdoor pursuits. The rear garden is used well and provides opportunities for play using equipment such as a climbing frame, bikes, stilts, sand pit and a swing ball. They also visit local parks where they can run freely and benefit from the fresh air. All of these activities enable children to climb, balance and use up their energy. This improves their physical skills and co-ordination and helps to develop a positive attitude to exercise .

Children rest and sleep according to their needs. Individual sleeping arrangements are in place and these reflect their age, movement and ability. This ensures their comfort and safety. The childminder has a written 'sleeping policy' that covers the requirements relating to safety issues. Care arrangements are in place for sick children and these are contained in a written policy and discussed with parents. Children are well cared for when ill, they are made comfortable until parents arrive to collect them. Those who are infectious are excluded, this helps to protect others from illness and infection.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, secure and generally safe environment. Their safety is well promoted as the childminder has a sound understanding of safety issues and gives a high level of attention to safety inside and outside the home. He has minimised risks and hazards

by using safe and suitable equipment such as a fire guard, stair gates and cupboard locks. Written policies are in place that cover the measures taken to safeguard children whilst travelling, sleeping and during any possible fire evacuation. Most ground floor rooms are suitable, however, the office and conservatory contain several storage items that limit the space available and deem these rooms unsuitable for children's use. Children use good quality toys and equipment that are generally safe and appropriate for their age and stage of development. In the rear garden there is a swing frame that is fixed to a paved surface. A risk assessment should be undertaken that details measures in place to reduce the hazard posed by the play surface.

Children are well supervised and benefit from the care and attention they receive from two childminders. They both work well together as they share routine tasks such as preparing meals, the school and nursery run and general tidying and cleaning. This works well in practice as one adult is always available to supervise, support and play with the children. Children are kept safe on outings. There are good arrangements in place for transporting them in the childminder's vehicle, for example, using suitable seats and belts. When walking as pedestrians with children he places himself between the road and pavement, and children learn to hold his hand and wear reins if needed. Older children are given limits on how far ahead they may walk, the childminder constantly advises that if he can't see them, he can't save them. When both childminders are escorting children, they place themselves at the front and at the back of the group. These precautions contribute to children's safety. The childminder helps children develop an understanding of how they can keep themselves safe, for example, to cross the road in a safe place where traffic can be clearly seen; and the danger posed by water.

Children's welfare is promoted well as the childminder has a sound understanding of child protection issues, he recognises the signs and symptoms of abuse and is aware of the procedures for reporting. Children are supervised effectively and never left alone with persons who are not vetted. The childminder has high regard for the well-being of all children.

Helping children achieve well and enjoy what they do

The provision is good.

The premises are welcoming and child-orientated. Children are very much encouraged to treat the house as they would their own home. They can access toys from the toy room, although supervision is needed as some toys are placed on high shelving. Children's self-help skills are well promoted and they are encouraged to use their initiative, for example, to put on and take off their coats and hang them up, to put on their own shoes, help to lay the table and to pour their own drinks. Routines are well organised to effectively meet the needs of all children, for example, the childminder and his co-childminder share the transporting duties to school and nursery. This results in less disruption to those children not needing to travel, allowing them to continue in their play or sleep.

The childminder has a good understanding of child development and this benefits the children. They learn new skills through a varied range of games and activities. Children enjoy creative play such as sticking, cutting, and painting. They enjoy having stories read to them and gardening, they plant seeds and learn how they need water and sun to grow. Children all have their own individual note books and crayons to draw pictures and write their own stories. They go with the childminder on outings to the local farm to collect eggs, where they learn about

hens and where eggs come from. These activities promote language, creative and imaginative skills and helps them develop a high level of confidence and self-esteem.

Children receive a high level of attention as the childminder sits on the floor alongside them during play. They enjoy building and construction activities with him as he helps them create large models with the extensive range of building equipment available. This consistent and positive interaction encourages children's interest, involvement and learning. They are encouraged to take part in group activities with other children, attending organised sessions with the childminder every week. Here they learn how to form friendships and get along with others. They enjoy this time spent with their peer group.

Children are developing positive relationships and have formed a strong bond with the childminder. He demonstrates a warm and caring manner, offering attention and comfort when needed. When a child showed signs of distress he was able to identify the possible cause and give the comfort needed to settle the child. He remained calm and patient throughout. Children are encouraged to be kind and helpful with each other and are treated as part of the childminder's 'extended family'. This positive environment helps them develop a sense of belonging and a caring attitude and respect for others.

Helping children make a positive contribution

The provision is good.

Children are cared for very well by the childminder. He works effectively with his co-childminder and parents to meet children's individual needs and ensure they are fully included. Time is dedicated to talk with parents about their child's needs and requirements. Daily discussion takes place to ensure parents are kept fully informed about their child's routine, progress and general well-being. The childminder has a good knowledge and understanding of children's developmental stages and is able to approach parents if concerned about any child's progress and obtain appropriate support to ensure that they can make progress. Children are becoming aware of wider society through discussion and play. Resources such as books, dolls and play figures are used regularly to stimulate discussion about different lifestyles and cultures. Children learn to respect the differences and feelings of others and this helps to develop an open mind.

Children understand responsible behaviour and respond well to clear behaviour management strategies. The childminder and his co-childminder are clear about their behaviour management strategies and are consistent in their practice. Rules for behaviour are explained and positive reinforcement given. These are set out in a written behaviour policy, a copy is given to all parents. Children settle very well in the setting and display confidence and ease with both the childminder and his routine. They thrive with the high level of attention they receive and are happy and occupied. This develops their self assurance and confidence, resulting in fewer instances of difficult behaviour.

The childminder has established strong partnerships with parents and this helps to promote the learning and welfare of the children. The childminder and co-childminder both attend any introductory meetings or reviews. The childminder has received many references from parents, all contain positive feedback. The childminder treats children and parents with respect and consideration.

Organisation

The organisation is good.

Children feel at home and at ease in the child friendly and welcoming environment. This means they are confident to initiate and extend their own play and learning. There are several rooms available, but not all are in use. Those presently used are organised well and have a particular purpose, for example, messy play, table top activities and mealtimes take place in the kitchen, free play and floor games take place in the lounge. There are two first floor bedrooms available for sleep. Effective use is made of the garden in good weather conditions, with activities such as painting and chalking set up outside.

Children's independence is promoted and supported as they receive a high level of individual attention and a good level of supervision. This has a positive impact on their care, learning and play. Appropriate vetting procedures are implemented and positive steps are taken to ensure that any persons who have contact with the children are suitable persons. However, the childminder's first aid certificate has now lapsed, this compromises the children's welfare.

All of the required records and documentation are in place and available for inspection. These are well organised and regularly updated, this has a positive impact on the quality of care provided. The co-childminder generally takes responsibility for record keeping and devising policies. However, the childminder takes responsibility for 'proof' reading and downloading any documentation on to the computer. He has a high awareness around the issue of confidentiality and stores all written records appropriately. Parents receive a well presented binder containing copies of all the policies and other useful information about the service.

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

Improvements since the last inspection

At the last inspection the childminder was asked to consider compiling information for prospective parents. All parents receive a well presented binder containing an introduction and several policies and procedures. This offers further support to the service provided.

Complaints since the last inspection

Since 1st 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 QUALITY AND STANDARDS OF THE CARE

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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):

- complete a first aid course that includes training for infants and young children
- reduce potential hazards in the office and conservatory in relation to storage boxes and undertake a risk assessment in relation to the play surface under the outside play equipment.

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