



## Inspection report for early years provision

<b>Unique Reference Number</b>	256715
<b>Inspection date</b>	03 August 2006
<b>Inspector</b>	Julie Denise Edmonds
<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 December 1999. She lives with her husband, who is an assistant, and their son aged eight years. The family live in Bradwell, within walking distance of local amenities, including shops, schools and parks. The registration does not include the spare bedroom. A fully enclosed rear garden is available for outdoor play.

She is registered to care for five children at any one time. She currently cares for a baby and three school age children. She also cares for two children over eight years. The children attend part-time. They are transported by car. She is able to take children to and collect them from school and pre-school. The family have four cats and fish in a tank.

The childminder is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's good health is promoted with the childminder following appropriate routines, helping to prevent the spread of infection. Health risks to children from pets are managed appropriately. The children use clean toys and equipment. They follow simple good health and hygiene practices. This includes being encouraged to wash their hands at appropriate times, such as after using the toilet, developing independence. Children are well protected from the sun, with written parental consent to apply sun cream. An appropriate exclusion policy included in contracts with parents protects children from illness and infection. Verbal exchange of information about medication administration, together with the childminder's daily record of administration supports meeting children's medical needs. However, the childminder does not always obtain prior written parental consent to administer medication, which is a breach in regulations. The medication record book is also not consistently signed daily by parents to acknowledge the entry.

Suitable arrangements provide children with regular food and drink and a balanced diet, supporting their growth and development. They enjoy meals provided by their parents. The children benefit from fresh fruit offered as a snack, with occasional biscuits offered in addition. They learn about healthy eating, with children's pictures of healthy and unhealthy food displayed. Available drinks provide children with regular and sufficient fluid intake, with the childminder reminding children to have a drink.

The children take part in regular physical activity, with time outdoors in the fresh air. They benefit from walks to and from school during term time and play in the garden and park, supporting them to develop a positive attitude. Children rest and sleep, according to their individual needs.

Individual health and dietary needs are met because the childminder works well with parents. Information is gained and discussed with parents, establishing working arrangements to provide for individual children.

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

The provision is good.

Children are cared for in warm, welcoming and well-maintained premises. Their development and comfort is well promoted through organised, good use of space. Children play in the child centred play room with colourful posters displayed and accessible appropriate resources on the floor and from low level shelving. Higher level shelving gives access to further choice, with the childminder's help, such as boxed games. They also play in the lounge and dining room, moving freely between the areas, while being well supervised. Suitable nursery equipment used appropriately and safely meets younger children's needs. For example, child size chairs, a high chair seat and tray for use with an adult dining chair, travel cots and buggies, including a double. The children use a range of age and stage appropriate, good quality and safe toys, books and resources. These include dressing-up clothes, a range of craft materials, kitchen items with

play food for pretend play, baby toys, books, cuddly toys, musical toys, dolls, castle pretend play, dinosaurs, Lego, puzzles including tray type, a games console and television.

Care is provided in an environment where appropriate steps are taken to promote children's safety. Risks are assessed and reduced. For example, a safety gate is used at the foot of the stairs when appropriate for the children attending, socket covers are in place in low level sockets, there is a catch on the cutlery drawer and a high bolt on the cupboard where cleaning materials are stored. Outdoors, there is unbroken supervision when children take part in water play. Awareness of fire safety at the premises and safe evacuation is restricted as the emergency escape plan is not practised.

Children learn about keeping themselves safe and avoiding accidental injury. The childminder talks to children about 'stranger danger' and what a child should do if they become separated from the childminder while on an outing. Learning about road safety includes looking for vehicles when crossing the road, crossing with the 'lollipop person' when possible and staying together. Wrist straps are used if appropriate for the safety of the children attending.

Children are well protected because the childminder understands her roles and responsibilities in safeguarding children and is able to put procedures into practice. The children are supervised by the childminder who can recognise signs and symptoms, having recently completed child protection awareness training modules.

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

The provision is good.

Children are content and settled with the childminder. They are relaxed and communicate with her freely. Warm and caring relationships are developed, with the childminder responding appropriately to the children, giving them attention and providing for their daily care needs. Communication with them is friendly and frequent, helping them to feel valued. This supports their growing confidence and self-esteem.

The children are involved in a range of well planned play activities and spontaneous events. Activities include fun linked play using themes. For example, school age children make treasure maps, planning their ideas on paper first, having made pirate money bags the day before. Readily accessible craft resources provided are added to promptly in response to their requests. Play progresses smoothly at the children's pace. Various materials are used to make the map, with purchased sheets providing the initial outlines and items such as stickers, glue, coloured writing and drawing materials provided. They also enjoy using play dough, painting, cooking and using a computer. Craft books are used for ideas of activities. Children show interest and enthusiasm, are well occupied, play happily and concentrate. They make choices from the appropriate resources organised to support their play, making decisions and increasing their independence. For example, they choose to dress up, using their imaginations in relaxing pretend play. The children talk and listen while fully involved and engaged. They ask questions, such as how to spell words. The childminder has the 'Birth to three matters' framework. Activities currently meet the needs of the younger children attending. This includes involving them in appropriate craft activities.

Children respond well to the childminder, who gives older children the opportunity to develop their play together. The childminder spends time supporting and helping children, responding to them, encouraging them to use their imaginations and learn. For example, she helps the children as they try to think of names for their treasure maps and supports them to try and spell words themselves. The childminder instigates conversation about activities. They benefit from her interest in what they say and do. They initiate their own play and take part in a balance of planned activities and free play. They make positive relationships, talk and play with adults and other children, socialise and negotiate.

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

The provision is good.

Children are kept busy, supporting positive behaviour management. They are encouraged to behave well and learn what is expected of them, including having regard for others. The childminder gives little instruction to the children regarding behaviour, as they behave in an acceptable manner without reminders given. They are exceptionally and consistently very polite and well-mannered, such as using 'please' and 'thank you' and waiting for adults to finish talking before they speak to them. They respond well to the good role model of the childminder, who is calm and polite at all times. Suitable methods of behaviour management include time out.

The childminder knows individual children in her care well and ensures they are all included, fostering their sense of belonging. Activities and resources help children to become aware of diversity and acknowledge cultural differences. These include multi-cultural dolls, modern books, puzzles and an 'All kinds of people in the world' picture displayed. Children are valued as individuals, with the childminder talking to them about their home lives. Children learn about the local community and surrounding area by taking part in walks and outings, such as to the beach, and attending the local toy library with the childminder. The childminder has a positive attitude to caring for children with additional needs.

Children have their individual needs met by the childminder who works in close partnership with parents. Generally good communication with parents provides detailed information about individual children gained prior to them first attending, providing for appropriate individual settling in. For example, a baby's routine. This is ongoing, with daily verbal exchange, supporting provision for children's changing needs. Appropriate written parental consent is in place such as to apply sun cream and nappy cream, also to transport children in a vehicle and take photographs, promoting the working relationship. Parents are informed about the provision, with basic information in a folder, such as accident, lost children and non collection of a child procedures and safeguarding children information. Time out is not included in the childminder's behaviour management policy. This does not fully support care of children conforming to parents' wishes. The childminder provides contact details of Ofsted for parents, supporting exchange of information with the regulator.

## **Organisation**

The organisation is good.

Children are welcomed into the childminder's suitably organised home, where they can play, eat and sleep in comfort. Organisation of the day and routines promote children's sense of security. The childminder's time and attention is given, in line with her high regard for the children's well being. Competent planning allows time and good levels of support for the children.

The welfare of children is safeguarded as the childminder never leaves children with unvetted persons. The assistant provides familiar back up childcare in the event of an emergency. The childminder is experienced. She uses her knowledge effectively to provide a range of experiences.

Documentation is generally well organised and up-to-date, supporting the effective operation of the provision. Mainly efficient record keeping systems are in place, with useful records kept, supporting the childminder to carry out her work.

Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection, the childminder agreed to keep a record of the days and times that her assistant cares for children. A record book is now in place, improving the safe management of the provision to support the well-being of children.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since 1 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):

- ensure medication administration record keeping gives prior written parental permission and the parent signs the record book daily to acknowledge the entry

- improve fire safety precautions, by practising the emergency escape plan
- develop the behaviour management policy to include all methods used to manage children's behaviour.

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)