



Inspection report for early years provision

<b>Unique Reference Number</b>	209676
<b>Inspection date</b>	14 August 2006
<b>Inspector</b>	Olwen Pulker
<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 1994. She lives with her partner and 13-year-old child in a residential area near Wolverhampton. There are local shops, a school and park within walking distance. The ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding seven children in total. Four of these are walked to and from school only and do not require care in the childminder's house. The childminder attends the local carer and toddler and childminding groups. The family have a pet dog that is only present at weekends.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a warm, clean home. The routines and procedures implemented by the childminder help children develop a clear understanding of when and why they need to wash their hands. Children wash their hands after using the toilet and before they eat their snack. Younger children have their hands and faces cleaned with wipes after eating. The clear procedures in place for infectious children help limit the spread of infection and help them to keep healthy.

The childminder works in partnership with parents to meet the children's individual dietary needs. Parents mostly supply food or packed lunches and the childminder is happy to offer cooked meals if parents prefer their children have a wholesome meal at lunchtime. Children's drinking bottles are placed within easy reach so they are able to help themselves to a drink whenever they choose.

Importance is placed by the childminder on ensuring children are able to play outside in the fresh air. They are able to take toys onto the lawn to play under the gazebo or ride on wheeled toys around the paved area of the garden. Children go for regular walks to the local shops, library or duck pond and frequently visit the play park where they play on the slide, swings and climbing frame. These activities help children develop control of their bodies and extend their physical skills.

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

The provision is good.

Children benefit from the clear boundaries set by the childminder and reminders about the appropriate use of play equipment help prevent accidents. They have a good understanding of road safety which is taught as part of their journeys to and from school and nursery. They know that they need to stop, look and listen and can cross with the childminder when there are no cars. Procedures to ensure fire evacuation can take place safely are implemented and older children know how to leave the house safely and gather at the meeting point. This helps children take responsibility for keeping themselves safe.

The home is well-maintained and offers good space and a welcoming environment for children to play comfortably with the toys and equipment. The childminder carefully monitors and supervises children's choice of toys to make sure that they are safe and appropriate for their age and stage of development. A selection of well maintained resources are made available with several play options placed in plastic storage boxes in the conservatory so that the youngest children can access them safely and independently.

Children's welfare is well protected through the childminder's knowledge of child protection issues and her commitment to safeguarding the welfare of the children in her care. She has copies of relevant literature with the procedures to follow if she has concerns about a child.

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

The provision is good.

Children are settled and secure in the childminder's care. They are confident and approach the childminder for their needs, which are met well. Older children are provided with a varied range of craft activities to maintain their interest. Samples of children's art work show that they paint, make key rings and 'dream catchers'. The childminder interacts positively with the children in their daily routines and play giving consistent support; she aids early speech development through constant dialogue with the children and they begin to recognise different colours and learn to count as they play with the rail and construction sets. Children are developing independence and self-esteem by selecting their activities and taking responsibility for tidying away toys. They manage their self-care well, going to the toilet by themselves and washing their hands. They form positive relationships as they visit another childminder and extend their social skills further by attending the local carer and toddler and childminding groups.

The childminder has only recently started caring for young children again after four years of providing before and after school care only. She has the 'Birth to three matters' framework but has yet to use it to enhance the play opportunities for children in this age group thus helping to develop their all round learning and enjoyment.

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

The provision is satisfactory.

Children's self-esteem is supported well through the use of positive praise and encouragement of independence and choice. They know the simple rules of the setting and these are consistently reinforced where appropriate by the childminder. Children enjoy an environment which supports respect for others, kindness and sharing and this helps to ensure that they are confident and contented in the childminder's care. Behaviour management techniques are age-appropriate and are used in a way that children can understand.

There is a good range of resources, borrowed from a toy library, to promote positive images of different cultures and disability. Some are used effectively to raise children's awareness of diversity and their understanding of others, such as discussion generated by children's questions about the small world people and their walking aids. Daily walks and bus rides into town introduce children to their local community.

The partnership with parents is good, with a strong emphasis on support and consistency. Children with special needs are supported well as the childminder works closely with parents, recording and sharing information necessary to promote their health and safety. Procedures are effective in ensuring that children are cared for in line with parents' wishes and in a calm and consistent manner. Children's well-being and how their needs are met during the day are discussed on a daily basis. This enables the childminder and parents to work together to meet the needs of the child.

## **Organisation**

The organisation is satisfactory.

Children are at home within the appropriately organised environment. They are confident to make choices about their own activities and develop their own play and learning with effective support from the childminder to help them feel secure. The daily routines are flexible in order to ensure that children's individual needs are met.

Most documentation is maintained appropriately to ensure the safe management of the setting. However there is no written consent to photograph children nor to apply sun-screen lotions and therefore children's welfare is not fully promoted. Information about children's care, including agreed contracts with parents, are provided so that both parties are clear about the service provided. This contributes to continuity in the children's care.

Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection visit the childminder was asked to make sure that the premises are secure and that children are unable to leave them unsupervised. The front door is now locked and the garden gate bolted securely to prevent children leaving without the prior knowledge of the childminder.

The childminder was also requested to provide children with an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. She borrows resources such as books, puzzles, hand puppets and small world people from the toy library and some of these have been effective in generating discussion to help raise children's awareness of others. However, the story books and puzzles have not been shared with the children and therefore their understanding of anti-discriminatory practice is not being fully promoted.

## **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):

- continue to improve outcomes for children from birth to three by using an approach in line with 'Birth to three matters'
- ensure children have regular access to a greater range of resources reflecting positive images of ethnicity, culture, disability and gender in everyday play situations to help promote their awareness and understanding of diversity
- review documentation to ensure all written permission are gained from parents regarding photographing children and applying sun-screen lotions.

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)