



Inspection report for early years provision

<b>Unique Reference Number</b>	126227
<b>Inspection date</b>	18 July 2006
<b>Inspector</b>	Lesley Theresa Watts
<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 1987. She lives with her husband and four children, all of whom are aged 16 years or over. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has three cats.

The childminder is registered to care for a maximum of five children under eight years; of these, not more than three may be under five years, and of these, not more than two may be under one year at any one time. She is currently minding four children of whom three are aged under five years.

The childminder lives within easy reach of local shops, schools, pre-schools, the park and the beach and she attends the local carer/toddler group on a regular basis.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is promoted in premises that are maintained to a good standard of hygiene and cleanliness. Effective systems are implemented within the home to help prevent the transmission of communicable diseases; this includes the implementation of a sick child policy, the use of disposable gloves when changing nappies and the careful disposal of nappies. From an early age, children begin to learn the importance of good personal hygiene because they are supported to wash their hands before eating and paper towels are provided for hand drying.

A healthy and balanced range of meals and snacks are provided for children, supporting them to develop an awareness of food that is good for them, for example, children regularly enjoy fresh fruit with their lunch. Children's dietary needs are met because the childminder adheres to easily accessible information relating to dietary requirements and preferences. Opportunities for children begin to learn the importance of keeping their bodies hydrated is limited because although drinks are provided at specific times during the day, children are not able to access a drink freely while they play.

Outdoor play is a regular feature of the routine and children receive regular opportunities to participate in vigorous physical play, as a result children develop a positive attitude to exercise and experience changes that occur in their bodies.

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

The provision is good.

The premises are safe and secure, contributing to keeping children safe. Children develop their spatial awareness within a safe environment, for example, children move around the ground floor of the property freely, making effective use of the available play space, whilst using developmentally appropriate toys and resources. The children are kept safe on outings because the childminder applies appropriate safety measures, such as ensuring younger children are strapped securely in a buggy and reins are used to ensure children cannot wander away. In addition, she gives high regard to the suitability of the places children are taken helping to minimise potential risks to children, for example, the beach is not used during the summer because it poses too many risks to children.

A clear and consistent routine enables the children to develop a sound awareness of the boundaries implemented by the childminder to keep them safe, for example, children know they sit at the table to eat snacks and meals. Systems to ensure the safe departure of children are good. Details of those authorised to collect children are documented and a password system is used to confirm authorisation of other adults. Smoke alarms are in place and the fire blanket in the kitchen ensures the childminder is alerted promptly in the event of a fire.

Children's welfare is safeguarded and promoted appropriately because the childminder has a good knowledge and understanding of issues and procedures relating to child protection.

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

The provision is good.

Children are cared for in an environment that is clean, bright and welcoming. The childminder is attentive and caring in her approach and the children are content and settled in her care. The children clearly enjoy exploring the range of brightly coloured toys that the childminder provides. Together with the support of the childminder, they build and construct with bricks, enjoy a pretend picnic and draw pictures. Effective questioning techniques help children to develop their language for thinking and provide opportunities to recall past events, helping children to consolidate their learning fully.

The childminder ensures she shares her time equitably amongst the children, supporting and encouraging them in their play and learning. She ensures the children receive lots of praise and positive intervention, helping to build on their self-esteem and confidence. Regular visits out in the community help children learn about the environment, for example, children enjoy walks to the park and around the local environment. Opportunities for children to explore with their senses are restricted to planned activities. In addition, children are not able to make independent choices from the whole range of available resources because the organisation of the toys and resources means some toys are out of reach and out of children's sight.

The childminder has attended appropriate training on the Birth to three matters framework in order to improve the quality of the service she provides for younger children and babies.

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

The provision is good.

Children are settled and enjoy a consistent and organised routine that affords them opportunities to be active and relax. Realistic expectations and a consistent approach by the childminder helps the children to learn about right and wrong, and strategies for managing unwanted behaviour take account of children's ages and stages of development. As a result, children's behaviour is generally good. Children are valued and respected as individuals, differences embraced and each child treated with equal concern. A child record form details children's dietary requirements, medical needs, likes and dislikes, all of which help the childminder provide the appropriate care. There is a small range of toys and resources that reflect positive images of society, helping children to develop their awareness of different lifestyles, beliefs and disability. Although the childminder has not yet cared for children with learning difficulties and/or disabilities, she demonstrates a commitment to provide an inclusive service.

A strong commitment to work in partnership with parents underpins positive relationships and effective communication contributes to meeting the individual needs of all children. Details of policies and procedures are included in a well organised resource folder, which is shared with parents in the first instance, thus ensuring they are fully informed of the service provided. However, as yet, the complaints procedure has not been updated to ensure parents have been informed of recent changes. Written permissions for appropriate aspects of the childminder's service have been obtained and contracts detail business arrangements to ensure the care required is provided. In addition contact books are used to aid communication and ensure parents are kept informed of their children's achievements.

## **Organisation**

The organisation is good.

The childminder meets the needs of the range of children for whom she provides.

The organisation of the setting is good and contributes to positive outcomes for children. The environment is well organised to ensure children's individual needs are met. A consistent and well organised routine ensures children's individual needs and preferences are met throughout the day, helping them to feel secure. A strong commitment to improve the quality of care provided is evident because the childminder regularly attends training and short courses, for example, she has recently completed the 'Developing Childminding Practice' course and a child protection course. In addition, she intends to continue to access training, with a view to completing her NVQ level III in childcare.

The childminder is able to show that all adults living in the household have undergone checks to establish their suitability and all of the required documentation and consent forms for the safe and efficient management of the setting are in place and well maintained. However, the childminder has not yet updated her complaints procedure to reflect recent changes in legislation and her first aid certificate has expired. The certificate of registration is displayed to enable parents to confirm details of her registration.

## **Improvements since the last inspection**

Following the last inspection in July 2004, one recommendation was made. This was to make the utility room inaccessible to children. The childminder has placed a safety gate at the door of the utility room, and children are now unable to access this area. As a result, this recommendation has been addressed fully.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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 children are able to access fresh drinking water throughout the day
- ensure first aid certificate is kept up to date

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)