



Inspection report for early years provision

Unique Reference Number	201493
Inspection date	12 October 2006
Inspector	Lynn Morris
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 1998. She lives and co-minds with her husband and two children aged 10 and 12 years in Nuneaton, Warwickshire. The whole ground floor, upstairs bathroom and two bedrooms on the first floor of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time when working alone and ten children when working with her husband. They are currently caring for three under fives during the day and two school aged children. The childminder walks or drives to local schools to take and collect children. The childminder attends outings organised by the local pre-school. The family has no pets.

The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities which contribute to their good health. They enjoy frequent outdoor activities, for example they go for walks to collect leaves and they talk about what they see on the way. They visit soft play centres to use the equipment and they go to the local park to run around, play football and use the climbing equipment and swings. They access a good range of physical equipment in the garden and they have disco lights inside, which they use when they have dancing sessions.

Children are cared for in a warm, clean home where they learn good hygiene routines and personal care. They can talk about germs and keeping their hands clean and they go to wash their hands without prompting before they have meals and snacks. They benefit from the childminder's written hygiene procedures, which include wearing disposable gloves during nappy changing and effective procedures to keep everywhere clean. This reduces risks to children from cross-contamination. Their health is addressed because the childminder has a current first aid certificate and recording procedures for accidents and giving medication. However, the system currently used to record accidents does not ensure confidentiality.

Children's dietary needs are known by the childminder through their contracts and discussions with parents. They are encouraged to eat healthily and the childminder offers parents advice on lunchbox contents. Their packed food is stored in sealed boxes to reduce risk of contamination and put into the fridge until lunchtime. Children know when they are hungry and thirsty, they can access their drink cup at anytime and they are encouraged frequently to take regular drinks. They enjoy fresh fruit snacks and areas used are thoroughly cleaned.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a home where their safety needs are given priority. Risks to children have been identified and minimised well and daily checks ensure that children move around the home safely. For example, safety gates are fitted in all areas used by children, monitors are used and visual checks are made regularly for sleeping children and all required safety equipment to keep children free from harm are in place. Children learn how to cross a road safely and they use reins and appropriate sized car seats when out of the home.

Children choose from robust toys of good quality and the childminder makes daily checks of toys and equipment. Children regularly practice fire drills and can see written procedures for emergency escape from the premises. Their welfare is safeguarded because the childminder has all required documentation and many additional written policies and procedures, which help to keep children safe. For example, the childminder has a written procedure for lost children.

Children are protected from risk of harm or abuse by the childminder's secure knowledge of local procedures to safeguard children. They benefit from the childminder's attendance at training courses to keep up to date with any current developments.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well in the childminder's home. They make good relationships with each other and the childminder. They socialise with other children, who are attending the setting. They attend organised activities and groups outside of the home, for example they go to soft play centres and on outings and trips with the local pre-school. They are supported to try new activities such as matching and sorting using a range of pictures made by the childminder, developing their fine motor skills. They develop their physical skills through climbing, using a range of wheeled toys and being able to run around freely during visits to the park and when playing in the garden.

Children become independent as they choose from a very good range of toys. They have access to a wide range of activities during a typical week and the childminders have made an excellent range of resources used with children to develop language. For example, children are asked open-ended questions during a story to make them think and expand their language skills. They use a range of toys in a learning environment. They can see pictures and posters of letters, numbers and colours and they talk about what they can see during walks and visits to the shops. Children play creatively and photographs are kept, which evidence different activities such as face painting, collage and dressing up.

Helping children make a positive contribution

The provision is good.

Children choose from an excellent range of resources, which include toys, dolls, books, figures and games to develop a positive understanding of different cultures and people with disabilities. For example, children freely access small world toys, which include at all times, positive images of people with disabilities and culture. They talk about differences openly with the childminder during their play and they can see photographs of people from all walks of life displayed on the wall. They learn about different festivals and they make cards and pictures associated with the celebrations. They talk about pictures, use dolls, figures and books representative of different cultures and abilities. They learn to appreciate and value each others' similarities and differences. Children with special needs are welcomed and the childminder works with parents to meet each child's needs.

Children learn to play together and how to respect each others feelings. They talk about behaviour that makes them sad or happy. Their positive behaviour is encouraged by giving them stickers and they receive a small reward for collecting a few stickers. Strategies for positive behaviour are worked through with parents. Children respond positively when praised. They are constantly talked to and told when they are being good and unacceptable behaviour is clearly explained to them. Children know the 'house rules' and are encouraged to behave well. The childminder is consistent in her management, a good role model and takes account of different levels of children's development.

Children's information is sought and exchanged with parents verbally at the end of each session. Parents are provided with a home to school link to pass on messages about children. They receive written information about the setting when their child commences and the settings

policies and procedures are shared with parents. They are given a folder of their child's work, which includes pictures and paintings.

Organisation

The organisation is good.

Children feel at ease in a well organised homely environment. They benefit from the childminder's good organisational skills, which promote a learning environment. Children use the playroom in the home to enjoy a wide variety of activities. They move confidently through the fixed routines of the setting, which helps them feel secure. They play well together and interact positively with the adults present. Regular visits outside of the home contributes to children's learning and physical skills.

A very good range of written policies and procedures are used to keep children safe and healthy and ensure that parents understand the aims and objectives of the setting. Communication with parents is good. They have daily opportunities for discussion and consultation about their child's development and well-being. Regular attendance at training courses to improve skills and knowledge has good impact on the care of the children and overall children's needs are met.

Improvements since the last inspection

At the last inspection the childminder was asked to ensure that the climbing frame in the garden is secure. This is no longer applicable as the climbing frame has been removed.

Complaints since the last inspection

Since the 1 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 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 system to record entries in the accident records keeps them confidential

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