



Inspection report for early years provision

**Unique Reference Number** EY297263  
**Inspection date** 05 May 2005  
**Inspector** Jill Hunn

**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](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 has been registered since November 2004. She lives with her partner and child aged one year in a house in the village of Deanshanger in the extreme south of Northamptonshire. The whole of the ground floor of the childminder's house is used for childminding with toilet facilities available on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding two pre-school children, three school age children under eight and one over eight at varying times. The childminder walks to the local school

and playgroup to take and collect children. She takes children to the local park, library and post office. The childminder is a member of the National Childminding Association. The family has a dog.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a very warm and clean home. They learn the importance of good hygiene practices to prevent the spread of infection by washing their hands with the purple 'squirty' soap after using the toilet and before eating. They are encouraged to dispose of tissues appropriately after blowing their noses and respect the house rules regarding care of the childminder's dog. Children's welfare is safeguarded because the childminder has up to date knowledge of first aid procedures and knows what action to take when children are unwell.

Each day there are opportunities for children to get fresh air and take part in outdoor activities that contribute to their good health and development. Children walk to playgroup, from school and to the local park and library. They enjoy a variety of activities in the garden that promote their physical skills, such as riding on wheeled toys, playing football and basket ball and planting seeds in the garden. Younger children begin to take responsibility for their own personal care and can discuss the need to wear warm clothing when going to the park in the winter months.

Children develop an awareness of the importance of a healthy diet as they choose from a variety of nutritious snacks, for example cherry tomatoes and cucumber, fresh fruit and raisins, and regular drinks. Pre-school children benefit from a relaxed and social atmosphere at mealtimes as they sit down at the table together to eat their packed lunch provided by their parents.

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

The provision is good.

Children are cared for in a secure and well-organised home. Potential hazards are identified and minimised both indoors and during outdoor activities to help keep children safe. Children begin to take responsibility for their own safety, for example, as they learn how to climb the stairs safely when going to the bathroom and use scissors appropriately during craft activities. Pre-school children can explain how to cross the road safely on the way to playgroup and why you must not run in front of the swing in the garden when it is being used. Children learn about fire safety by practising the emergency escape plan regularly and most fire safety equipment is in place.

Children are able to chose from a satisfactory range of good quality toys and resources both indoors and in the garden and develop their ideas as they play. Children's well-being is promoted because the childminder has a secure knowledge of local child protection procedures and understands her responsibilities for the

welfare of the children in her care.

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

The provision is good.

Children are valued and consistently encouraged and are therefore happy and secure in the childminder's care. Pre-school children, particularly, make good progress in their learning through play because they are provided with a range of interesting activities and outings that stimulate them well. They learn about growth by planting sunflower seeds and looking at information in reference books. Children develop their mathematical skills during activities. They count the number of petals they have drawn and the number of pennies needed to pay for stamps at the post office. They recognise shapes and learn the concept of addition when working out how many four circles and four more make when drawing flowers. Children speak confidently because the childminder listens and values what they say. They learn new vocabulary, such as 'stem' and 'petal' as the childminder explains how flowers grow and as they listen to alphabet and nursery rhyme tapes.

All children have regular opportunities to develop their creativity. Older children choose weekly craft activities during sessions at the end of the school day, for example, making a doll's house or fishing game. Children use their imagination as they play shops, hairdressers' and when making camps in the garden. They are challenged to develop their physical skills as older children use the adventure playground in the park and play basket ball and football. Younger children learn how to use scissors and glue sticks during craft activities and how to ride the scooter in the garden. They practice their skills as they walk and balance along a line, throw and catch balls and run races when taking part in 'sports day' in the garden.

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

The provision is good.

Children learn to respect each other as they begin to take turns during activities, for example, when sharing the 'crinkly scissors' and glue stick during craft activities. They concentrate well and persevere when drawing pictures of sunflowers and when working together to build models of dinosaurs and houses out of construction bricks. Children respond to the childminder's consistent praise and clear guidelines and they learn what is expected of them. They behave well.

Children are valued and their individual needs are met because the childminder has developed positive working relationships with parents. Children's care, welfare and development are promoted as the childminder and parents work well together to resolve issues and exchange information at each session.

Children learn to value and appreciate diversity by using books and toys that reflect positive images of culture, gender and disability.

## Organisation

The organisation is satisfactory.

Children are relaxed and at ease in the childminder's home and are aware of the routines of the sessions. They choose and use the toys and play materials confidently because the space and resources are organised effectively to meet their needs. They benefit from adult support and encouragement when needed but are also given time and space to develop their own ideas as they play. Children's care and welfare are safeguarded by well maintained documentation which is shared with parents to ensure continuity of care. The provision meets the needs of the children who attend well. Whilst the childminder has used her past skills and knowledge in the care field to develop her childminding practice, she has not yet attended a registration training course.

## Improvements since the last inspection

Not applicable

## Complaints since the last inspection

There are no complaints to report.

## 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):

- complete a local authority approved registration course
- provide smoke alarms, which conform to BS EN safety standards, at every level of the house.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

