



## Inspection report for early years provision

<b>Unique Reference Number</b>	221995
<b>Inspection date</b>	01 November 2006
<b>Inspector</b>	Emma Bright

<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 1990. She lives with her husband and two adult children in a village close to Ely. All areas 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 and is currently minding nine children, all of whom attend on a part-time basis. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a dog.

The childminder supports children with disabilities and is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children develop their physical skills through everyday routines; they take part in regular exercise, such as running around in the park or playing in the garden, so that they develop agility and learn to lead a healthy lifestyle. Children are beginning to understand how exercise contributes to their good health and they benefit from the fresh air on their daily walks to local amenities. They develop their small muscular skills with a range of tools, such as pens for drawing and cutters for shaping playdough, which promotes their manipulative dexterity. In addition, the childminder ensures there are suitable indoor physical activities, such as acting out '10 in a bed'; they have great fun rolling around on the floor, pretending to fall out of the 'bed'. The childminder develops good routines so that all children can sleep or rest when they need to, and this ensures that they are happy and content.

Children learn the importance of staying healthy because the childminder has an effective approach to health and hygiene. For example, children have their own hand towel to dry their hands, which minimises the risk of cross-infection. Children competently wash their own hands before meals and they discuss with the childminder why it is important to make their hands clean. In addition, she acts as a good role model, washing her own hands after helping children attend to their personal needs. Children's ongoing good health is actively promoted. For example, if the children become unwell or an accident occurs whilst they are in the care of the childminder, clear records and procedures are in place to make sure that they are well cared for.

Children benefit from the childminder's good knowledge and understanding of childhood nutrition. Parents provide their child's packed lunch, which this is stored in the fridge so that food remains fresh. Children enjoy a good range of healthy snacks prepared by the childminder, which includes fresh fruit or vegetables and any additional food is always agreed with parents so that they are clear about the food their child eats. Children have access to regular drinks, including fresh drinking water so that they remain well hydrated throughout the day. In addition, they learn about food that is good for them through a range of practical activities, such as shopping for fruit and regular cooking activities, which helps children to understand about a healthy diet.

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

The provision is good.

Children play in a welcoming and homely environment, where their artwork is valued and attractively displayed for others to see and enjoy. This promotes their confidence and self-esteem, whilst contributing to their strong sense of belonging. Children confidently select a wide range of toys and resources, which have been carefully chosen to effectively support their play. All resources and equipment are regularly checked by the childminder to ensure they are in good condition and safe for children to use.

Children's well-being is promoted because the childminder monitors safety issues; all risks are identified and minimised, which means children move around freely and safely under the

childminder's constant supervision. The childminder reminds children to be careful so that they do not hurt themselves or others and helps them to learn to take responsibility for avoiding accidental injury. Children's safety in case of fire is given high priority. For example, children regularly practise the emergency escape plan and they explain that "you have to get out the door quickly". This means they all know what to do in an emergency and are familiar with the routine.

Children's overall welfare is well maintained by the use of thorough procedures and clear documentation that promote their safety. For example, the childminder has a clear emergency back up plan, which is shared with parents so that they know their child will be cared for in the event of an emergency. The childminder has a good understanding of child protection issues, which are in line with those set out by the Local Safeguarding Children Board. A written child protection policy is shared with parents so that they are clear about the childminder's duty to protect children. This means that children are protected and kept safe from harm.

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

The provision is good.

Children benefit from the childminder's good knowledge and understanding of child development. She uses the 'Birth to three matters' framework as a reference tool, which enables her to provide good support and activities to meet needs of younger children. The childminder provides a good range of interesting activities and resources, which is prepared before they arrive and this means they settle down readily to enjoy their play. For example, children help themselves to additional resources to make a big bed on the floor and they crawl under the blankets pretending to be asleep. Children develop their imagination through role play re-enacting several familiar scenarios, such as playing 'mummies and daddies' making the dinner and taking their 'babies' for a walk. They pretend to be teachers and doctors, confidently selecting resources to develop their play. Children develop their social skills and make friends with others through attendance at local groups, and they explore their local environment on visits to the shops to buy ingredients for cooking. All children take part baking and cooking activities, and enjoy eating the results.

Children thoroughly enjoy their time with the childminder and form warm, affectionate relationships with her, which contributes to their sense of belonging. They receive lots of praise and encouragement from the childminder, who acknowledges their achievements and displays their work, promoting their self-esteem. Children benefit from the range of interesting experiences, which helps them to make good progress in their learning and development. For example, children investigate and explore on their nature walks, gathering leaves, pine cones and conkers to examine or use in creative activities. Children have free access to a good selection of drawing and colouring materials so that they can make marks and learn to communicate their ideas through pictures and early writing. They develop their growing language skills because the childminder involves them in lots of conversation, giving children good opportunities to demonstrate what they know. She encourages them to communicate by listening and responding positively to their talk and they discuss the things that are important to them.

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

The provision is good.

Children benefit from very positive relationships between the childminder and their parents, which contributes to their care and well-being, ensuring their changing needs continue to be met. Parents know about the childminder's practice as very good written and verbal information is regularly shared with them. All required documents are shared with parents; however, the childminder has not yet responded to recent changes in legislation regarding complaints, which means that parents are not aware informed of this aspect of practice. Written feedback from parents demonstrates their high regard for the childminder's practice in caring for their children. Children benefit from good settling in procedures and this helps children to move confidently between home and the childminder setting.

Children's individual needs are clearly understood by the childminder, who gathers good information from parents to ensure these needs are well met. Children have equal opportunities to access a good range of interesting activities and resources that present positive images of all members of society. Children look at photographs of themselves and their friends, and enjoy discussing the pictures with the childminder. The childminder cares for children with disabilities and has a very good understanding of working closely with parents to ensure their specific needs are met.

Children's behaviour is good and they clearly understand what is expected of them. They learn through purposeful routines and sensitive expectations. For example, they explain that they take their shoes off indoors and "you have to be kind". Children are confident, displaying high levels of self-esteem and they form good relationships with the childminder and each other. They each have their own scrap book for their artwork or to record their ideas, which promotes their sense of belonging. The childminder listens enthusiastically to their ideas and responds with encouraging comments during lively discussions.

## **Organisation**

The organisation is good.

Children's care is enhanced by the good organisation. The childminder is effective in promoting positive outcomes for children and this enables them to develop their growing skills in a relaxed and caring environment. Children's well-being is well promoted by the childminder's good knowledge and understanding of the National Standards. In addition, the childminder has a good knowledge and understanding of child development and she demonstrates this through comprehensive policies, which are clearly reflected in her practice. This means children are safe and very well cared for.

Children benefit from well-established routines and effective support, which means they feel a sense of belonging and are secure. Up to date, well organised records contribute to the health, safety and well-being of the children; all of the essential documents are stored confidentially and are easy to access in an emergency. All records are shared with parents so they know what to expect and can be confident their children receive appropriate care. Overall, children's needs are met.

### **Improvements since the last inspection**

At the last inspection the childminder agreed to review her written records to ensure that she had the required consent from parents to transport children in a vehicle and seek emergency medical treatment, and to keep a record of significant incidents. All of the required documents and permissions are now in place, which ensures parents are clear about the childminder's practice and children's safety and welfare is promoted.

### **Complaints since the last inspection**

Since 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):

- develop knowledge and understanding of the changes in regulations regarding complaints.

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)