



Inspection report for early years provision

Unique Reference Number	222498
Inspection date	14 December 2006
Inspector	Heidi Falconer
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 1995. She lives with her husband and two adult daughters, in a village close to Cambridge. The whole ground floor of the childminder's house is 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 with an assistant, and is currently minding three children under five part-time and three children over five before and after school. The childminder walks to local schools to take and collect children. The childminder attends local parent and toddler groups with minded children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are suitably nourished have their health and dietary needs met whilst they are in the childminder's care. Parents provide the majority of food for their children. To ensure that this food remains safe and appetising for the children to eat, the childminder stores it appropriately in her fridge. Prior to all children starting the childminder discusses each child's dietary needs with their parents to ensure that any additional food that she may provide meets their individual needs. This practice promotes children's physical well-being and safety. All children are encouraged to feed themselves and access their drinks as they require them. This increases their independence and their awareness of their physical needs.

Children enjoy regular physical exercise and fresh air as they walk to and from playgroups, and go on walks to feed the ducks. Children get pleasure from using the large apparatus in the local park and going to physical play groups, such as 'Tumble Tots'. These activities provide young children with physical challenge and develop their climbing and sliding skills.

Children are developing a sound understanding of good hygiene routines as the childminder ensures that they understand why they wash their hands after using the toilet and before eating. Children say that they wash their hands 'because they have germs on them'. Children are very independent in their self-care routines. Older children access tissues independently and are able to blow their noses without the childminder's guidance. Children's health is promoted through the childminder's awareness of potential issues and the effective practices she has in place to minimise the spread of infection. For example, the childminder ensures that all parents are familiar with her sickness policy, and they understand that the childminder cannot care for their child if they have a contagious illness. This helps to maintain the good health of all of the children who attend. Good procedures are in place to ensure that children are well cared for if they become ill or have an accident whilst in the childminder's care. For example, the childminder has maintained a paediatric first aid qualification and she keeps accurate records of all accidents to children, which are shared with parents appropriately.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well protected because the childminder has a good awareness of child protection issues. The childminder has a sound understanding of signs which may indicate abuse, and is aware of the procedures to be followed if she is concerned about a child's welfare. Parents are made aware of the childminder's duty to report concerns through her written 'child protection' policy.

Children's safety is enhanced and the risk of accidents is minimised through the safety measures, which the childminder had put in place. For example, a safety gate ensures that children are not able to access the kitchen unsupervised, and the childminder has fitted smoke and carbon monoxide detectors throughout her home. Children's safety is maintained as they are well supervised at all times. For example, young children sleep in a travel cot downstairs, so that

the childminder can check on them regularly, whilst still being in hearing distance of the children in the playroom. In addition, the childminder keeps emergency contact details easily accessible for the local college, school, surgery, local doctors, police and her back up childminder. Children are learning how they can keep themselves safe through discussions with the childminder. For example, children are reminded not to climb on the chairs, in case they fall off and bang their head.

Children have use of a playroom, which is well resourced with a wide range of well-maintained toys and equipment. As a result children move around the playroom freely and safely exploring their environment and accessing resources independently from low-level storage. The playroom includes a sofa, so that children can sit in comfort as they read stories and look at books. Young children use an appropriate range of equipment to meet their developmental needs. For example, a feeding chair, travel cot and a suitable buggy are in place. All equipment is in good condition, clean and safe for the children to use.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the childminder's house and have formed good relationships with her and the members of her family. For example, one of the childminder's daughters occasionally works as an assistant with childminder. Children are relaxed with her, and enjoy showing and involving her in their drawings and sticker pictures. Children take part in stimulating play that helps them to make progress. For example, children enjoy sorting and matching animals, such as the big and little owls, and when they are out on walks with the childminder they begin to recognise numbers on doors and dustbins. This promotes children's mathematical development. Children have good opportunities to develop their creativity and imagination. They have regular opportunities to paint, draw, colour and stick, and they enjoy listening to music and playing musical instruments. For example, on the day of the inspection, children enjoyed singing along to familiar songs, such as 'jingle bells' and playing on a keyboard.

Young children are encouraged to be skilful communicators because the childminder spends a lot of time talking to them, particularly at routine times, such as nappy changing. This regular communication promotes young babies' impulse to communicate. Children are encouraged to pursue their own interests, which promotes their independence. For example, when they are at the childminder's house they have free access to all of the toys and resources in the playroom. Children freely move between activities, making decisions about what they want to play with. Regular attendance at local toddler and pre-school activity groups widens children's experiences and enables them to socialise and meet other children of a similar age.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. Their care needs are met well as the childminder gathers good information about each child before they start. For example, the childminder discusses young babies' home routines for sleeping and feeding with parents before the children start. Through ongoing discussions with parents these changing needs continue to be met. In

addition, the childminder is respectful of young children's need to keep familiar objects from home, such as a favourite blanket close by. This supports children's emotional needs and ensures that they are settled in the childminder's care.

Children behave well and benefit from the childminder's understanding of effective, age appropriate strategies for promoting appropriate behaviour. For example, with young children the childminder uses distraction as a technique to engage children in purposeful play when their behaviour is inappropriate. Older children are learning why some behaviour is not appropriate. For example, the childminder explains to the children why they must not throw the Duplo bricks. Children understand that as the bricks may hurt the young baby. These age appropriate explanations help children to consider the impact that their behaviour has on others. Children are developing an understanding of the need to share resources as they ask each other politely if they can colour in pictures together.

Children benefit from the positive relationships between their parents and the childminder. Information is shared verbally at the end of each day and is a time when the childminder gives parents feedback about their child's activities and general well-being. This ensures that all essential information is shared, helping to promote the children care and welfare. The childminder has developed a detailed parents' portfolio that includes information about the provision that she provides. This includes written policies on equal opportunities, child protection, and emergency evacuation. In addition the childminder makes her previous inspection reports available to parents. However, the childminder is not fully aware of the changes in regulation regarding keeping records of complaints. This impacts the effectiveness of her partnership with parents.

Organisation

The organisation is good.

Documentation is well organised and stored securely so that it is easily accessible in an emergency, whilst still maintaining children's confidentiality. The childminder has a range of policies and procedures in place, which effectively support her work in promoting positive outcomes for children in all areas. For example, she has organised emergency backup cover with another registered childminder. This ensures that in the event of an emergency the children would be cared for by a suitable adult, who has completed all of the required checks. This enhances children's safety.

The childminder's good organisation of time and space in her home ensures that children are provided with a good range of developmentally appropriate experiences, which are interesting and fun. The childminder has ensured that all persons over 16 living on the premises have submitted and completed the required vetting procedure. This promotes children's safety and well-being. To further promote children's safety the childminder has maintained a current paediatric first aid qualification. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the childminder was asked to obtain written permission from parents, prior to administering medication, and to record all accidents to children. The childminder has

amended her procedures for administering medication and recording accidents, and now keeps all of the required documentation. These procedures are now in place and are promoting children's good health.

Complaints since the last inspection

Since the last inspection 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 on 3 October 2005, with regard to keeping a complaints log and ensuring that it is available on request.

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