



## Inspection report for early years provision

<b>Unique Reference Number</b>	250616
<b>Inspection date</b>	07 November 2006
<b>Inspector</b>	Nicola Mary Eileen Matthews
<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 1995. She lives with her partner in a village near Sudbury in Suffolk. All areas of the childminder's bungalow, other than the second bedroom, 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. She is also registered to co-mind at another childminder's house where they are registered to look after 12 children in total. The childminder is currently minding, with the other childminder, 13 children under five years on a part-time basis and eight children over five years before and after school. The childminder walks or drives to local schools and nurseries to take and collect children. She attends the local childminder and toddler group. The childminder supports children with learning difficulties and disabilities. There are two dogs at the co-childminder's premises.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is well promoted and cross infection is effectively minimised as the childminder follows good health and hygiene guidelines. They are cared for in a warm and clean home where children learn the importance of washing their hands after toileting and before meals. Older children are reminded to wash their hands by seeing clear posters in the toilet area. Each child has their own individual towel to dry their hands on and they replace these on their named peg which is within easy reach. Children's nappy changing routines are completed hygienically as the childminder wears gloves and disinfects the mat after each use to minimise cross infection. The very young children have their own bedding which is laundered frequently. They are protected from infectious diseases because the childminder has a sick children policy, which is shared with the parents. Children's parents have given their written consent to ensure medical needs are appropriately met. Their minor emergencies are cared for well as the childminder uses her up to date knowledge of first aid.

Children are well nourished but cannot independently access drinks throughout the day to quench their thirst. They enjoy a healthy snack such as apple, banana and satsuma each morning. Children's individual dietary needs are effectively met because their requirements are discussed in detail prior to being looked after. Their parents provide the lunchtime food which ensures they are knowledgeable about what their children are going to eat. Children are learning about healthy eating as they participate in associated topics.

Children's emotional needs are effectively supported. They have built up a secure relationship with the childminder, using her as a secure base when feeling less confident. Children have their home routines acknowledged, such as sleeping and feeding. They are able to demonstrate their preferences during play such as choosing what colour glitter they want to sprinkle on their firework collage.

Children have very good opportunities to develop their muscles for balance and coordination as they frequently play on the large equipment in the garden. Very young children experience resources to promote their developing muscles and coordination such as a baby gym where they can reach with their arms or kick with their legs to touch and move interesting objects.

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

The provision is good.

Children are cared for in a welcoming, secure and very safe environment as the childminder ensures hazards are minimised in both premises. This means they are able to move around freely, safely and independently. Children are learning to keep themselves safe when outside as they are encouraged to learn how to cross a road safely as they walk to and from school and in their imaginative play using cars. They listen to the childminder gently reminding them of potential dangers as they move around each other and the home. Children's safety is given good consideration when they get out of the car. They follow clear well thought out procedures to ensure they remain safe at all times.

Children independently select activities, at both premises, from a wide range of good quality resources which are well maintained and clean. They are given resources suitable for their age and stage of development; for example the very young are able to hold onto rattles and pull material flaps on the surrounding supportive ring. Children can easily see what toys are available and can safely reach them independently.

Children's welfare is safeguarded and promoted as the childminder has a sound knowledge of child protection policies and procedures. Their parents are informed of the childminder's duty to ensure children's welfare is paramount through access to a well-written policy and a statement posted on the notice board in the entrance hall.

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

The provision is good.

Children settle very well when left in the childminder's care. They are extremely confident to be left with her and show good levels of interest in the activities and toys available. Children choose from a wide selection of toys, and activities which appeal to them and fosters their independence. They explore their surroundings and enjoy playing imaginatively, demonstrating high levels of interest with the resources when imitating the childminder such as changing the doll's nappy.

Children show good levels of enjoyment as they independently choose activities. They persevere to complete creative play such as posting the shapes in the box as they follow clear instructions from the older children. The under one-year-olds enjoy handling creative materials such as glue and glitter and are encouraged to use it appropriately by sensitive interactions with the childminder. Children are learning about nature as they visit the countryside and farms. They extend their knowledge by going for walks and collecting leaves and using them in art activities at the childminder's house.

Children enjoy a close relationship with the childminder as they receive close contact when looking at books and sitting on the floor playing. They receive very good support for their language development as they engage in a reciprocal relationship with the childminder initiating interactions by vocalising and smiling. Younger, more able children talk confidently to the childminder and answer open-ended questions to demonstrate what they know. For example, naming the other children cared for on the attractively displayed photographs.

Children are developing good relationships with each other as they play alongside and with others being cared for. They help each other complete a task such as the shape sorter and offer toys to the very young to play with. Children share and take turns amicably and know what is right and wrong as the childminder sensitively explains how they should behave especially when they are playing very near the young baby.

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

The provision is outstanding.

Children are making a very effective contribution to their enjoyment at the childminder's as they independently choose activities that are easy to self-select from the shelving units in the

play room. They benefit from a childminder who knows all the children very well and effectively encourages independence and a very caring attitude. For example, the more active children are encouraged to crawl and sit near the baby when she is on the floor so they do not fall onto her. Children's individual needs are very well met. Those needing additional help are supported well as the childminder has a good understanding of the diversity of any special needs.

Children are learning about similarities and differences in others as they handle a good range of play resources that show positive images of a multicultural society and participate in art and craft activities associated with their own and other's cultural festivals. They are supported exceptionally well to develop social competencies for example, saying please and thank you and not eating when they have a mouth full of food. Children are learning about their local community as they ride in the car to and from nursery. They are developing an awareness of the wider world as the childminder takes them on trips further afield such as Nowton Park.

Children are developing a very effective sense of self which is supported by the childminder's ability to help them recognise themselves and name others using the attractively displayed photographs of all the minded children. All children are encouraged to look in the mirror during the day either to start to recognise themselves as 'me' and to develop good personal habits such as, wiping their faces after lunch. Children are very comfortable with the routine of the day which includes collecting others from nursery and they are sensitive to younger ones needs. They use low-level named coat pegs and are encouraged to look at the attractive displays of photographs of other minded children, which fosters their sense of belonging and community spirit. Children demonstrate good levels of trust and confidence in the childminder which ensures they settle quickly and enjoy their time with her.

Children's behaviour is exemplary. The younger ones are given effective praise and encouragement when they show a caring attitude such as giving the baby more toys to play with which encourages their understanding of what is expected of them.

Children's parents are well informed of the childminder's practice as they are presented with clear and extremely well presented information about her routines and policies prior to a contract being signed. Parents are requested to sign up to all the policies and they receive a copy of these for future reference. This ensures parents are happy with the organisation and they feel secure in the knowledge their child will be well cared for. Children are looked after appropriately according to their individual needs as their details are documented clearly on the registration form before being left in the childminder's care. Parents are able to browse through an attractive scrap book of photographs of their children playing which is being developed into an assessment record of children's achievement. These are informatively labelled so parents can see what their children have experienced. Information about the children's day with the childminder is passed on using a daily diary and by informal conversations when they are collected. Parents are consulted when major changes are about to occur such as co-minding with another registered childminder to ensure their wishes are taken account of and they are comfortable with the new arrangements.

## **Organisation**

The organisation is good.

Children's needs are effectively met as the childminder organises her practice well in conjunction with her co-childminder who between them provide a seamless service to parents. The children's well-being and safety is supported effectively as the childminder uses her knowledge of each child to adapt her practices so they experience a safe, secure and stimulating environment. The childminder uses the space and resources effectively to promote children's overall development and sense of well-being. The parents are given very clear and attractively presented information about the childminder's practice, policies and procedures, which leaves them in no doubt as to how she conducts her business.

Detailed contracts are used to ensure everybody's expectations are recognised. Children's personal details are recorded and confidentially stored at the co-childminder's address. If children are to be looked after at this childminder's home address, where she is also registered to look after children, she ensures all the necessary documentation is transferred over so the children's needs will be cared for appropriately. The standard of records is good. This ensures each child is treated as an individual. The childminder has attended some relevant training recently to build on her underpinning knowledge of child development. She uses this knowledge to organise her time with the children to effectively promote their overall development. Overall the range of children's needs are met.

## **Improvements since the last inspection**

At the last inspection the provider was asked to develop the child protection policy. The childminder has included in the policy the procedure to follow should allegations be made against her or a household member which ensures the children's safety.

## **Complaints since the last inspection**

Since April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any actions 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 fresh drinking water is available at all times.

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)