



## Inspection report for early years provision

<b>Unique Reference Number</b>	256518
<b>Inspection date</b>	20 November 2006
<b>Inspector</b>	Rosalie Mary Turner
<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 satisfactory. 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 1996. She lives with her husband, adult son and daughter aged 15 years on the outskirts of a mid Norfolk market town. All areas of the childminder's house, except for the utility room, are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for two children on a part-time basis.

The childminder is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in a clean and well maintained environment. They learn the importance of appropriate personal hygiene because the childminder reminds them to wash their hands after using the toilet and before eating to help to prevent the spread of infection. Children are able to receive suitable care if they hurt themselves as the childminder is trained to administer first aid treatment and she keeps a fully stocked first aid kit. She maintains a robust record of accidents and parents have given their consent to enable her to seek emergency medical care. Therefore, children are able to receive prompt assistance if they are seriously ill or injured to safeguard their welfare.

Children are encouraged to ask for drinks throughout the day to help them meet their own health needs. The childminder keeps fresh drinking water within reach and ensures that children have plenty of fluids, especially if the weather is hot. The childminder checks all dietary requirements before she provides care and respects children's likes and dislikes when providing snacks. She understands which foods children should eat to keep them healthy and provides a variety of appetising fillings in their sandwiches to encourage their growth and development. However, some options that are provided as treats, such as chocolate bars, sweets and cake, do not consistently help children to develop healthy eating habits.

Children enjoy moving to music to encourage them to recognise that regular exercise will help to keep them fit and healthy. They have opportunities to play outside in the fresh air so that they develop a positive attitude to healthy living. For example, children walk to the local park if the weather is fine or they use up their energy by pedalling wheeled toys and playing ball games in the garden.

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

The provision is satisfactory.

Children are emotionally secure because the childminder is kind and affectionate towards them. There is a playroom provided for the specific use of the children that contains a useful range of safely maintained toys and attractive displays of their work to help them to separate from their carers and stay settled.

Children are learning to keep themselves safe when they go for walks as the childminder talks to them about the dangers from traffic. She ensures that they understand they must hold her hand, look for cars and stop before crossing the road. The childminder identifies possible hazards within her home and puts suitable measures in place to ensure that children are safe. For example she protects low-level electrical sockets with safety covers and ensures hot drinks are placed out of reach of children. However, she has not fully assessed all risks when young children use the large trampoline and, as a result, their safety is compromised.

Children are protected from possible 'stranger danger' because they are never left alone with persons who have not been vetted nor released to adults unless the childminder has permission

from their parents. She is able to recognise the signs and symptoms of possible abuse such as changes in behaviour and keeps 'Local Safeguarding Children Board' guidance to hand. Therefore, children are appropriately safeguarded from the risk of harm.

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

The provision is good.

Children are happy and they get on well with the childminder because she is warm and affectionate towards them. She is very supportive and gives enthusiastic encouragement to help them to persevere with difficult tasks, such as to stick the wings on to their aeroplane. The childminder praises children's efforts and exclaims 'It's a super job! Well done!' so that they feel pleased with what they have achieved.

Children are always well occupied as the childminder is fully involved with their play. She sits with them to stimulate their imaginations as they explore the role play resources saying 'Can you make me a cup of tea please?' Children are constantly stimulated to build on their existing skills as the childminder discusses the different colours of the tea cups or utensils and encourages their mathematical development by asking 'How many?' As a result of her capable support, children enjoy learning, they have great fun and take part in play that helps them to make progress.

Although she does not formally plan a play programme, the childminder ensures children have plenty of opportunities to lead play and develop at their own pace. She considers activities in advance to ensure children are meaningfully occupied and obtains fresh ideas from her work in a local nursery school. Consequently, the childminder provides a stimulating programme that she readily adapts according to children's current needs and interests.

Children are provided with a commendable range of good quality resources, including brightly coloured manufactured toys, books and puzzles, that are presented at their level. Consequently, they can help themselves to what is available and play independently. Children have valuable opportunities to experience messy play, such as play dough, to enable them to explore texture and develop their sensory skills. They particularly enjoy the pleasing range of fiction and reference books that help them to develop their early reading skills.

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

The provision is good.

Children feel at home in the childminder's company because they are treated equally and fairly. She does not discriminate but welcomes children from all backgrounds and values their differences. Children discover their multi-cultural society through the positive images in the valuable range of resources, such as small world figures and books. They quickly learn respect for all abilities as the childminder sensitively explains why some people have to use a wheelchair for mobility. Children feel good about themselves because the childminder uses their names and looks at them during conversations so that they know she is interested in what they say or do. She ensures that she spends individual time with each child, therefore, they feel valued and included.

Although the childminder is not currently providing care for children having identified special educational needs, she has a thorough understanding of how young children develop. She is able to recognise any delay in their reaching milestones in their development and has practices in place to work with parents to seek support if children do not appear to be making progress. Therefore, children of all abilities are helped to make progress.

Children behave very well because they can model their reactions on the childminder's calm and consistent approach. For example, she diverts attention or distracts children if there are conflicts, clearly explaining why she is asking for a change to their behaviour so that they learn right from wrong. Children know what is expected of them as the childminder agrees her practices with parents to ensure her methods are similar to those used at home. She is quick to praise children if their responses are positive so that they quickly learn to repeat behaviour that is acceptable.

Relationships with parents and carers are friendly. Children's individual needs are very well met as the childminder meets their families before she looks after them. She discusses and records comprehensive details to ensure that care is provided according to parents' wishes and, once minding is established, she exchanges information on a daily basis. As a result, children receive care that is closely matched to their current needs. The childminder believes parents and carers are happy with the service that she provides. However, she has developed a procedure to respond to and record any complaints that are made about her practice in future to promote children's welfare.

## **Organisation**

The organisation is satisfactory.

Children's well-being is supported because the childminder understands how young children develop and she is committed to ongoing training. For example, she is working towards a recognised childcare qualification to ensure that she has up to date skills and knowledge to meet children's needs. Although the childminder is in breach of regulations by not ensuring that persons over 16 years of age who are living in the household are vetted, she does not leave children alone with any person who does not have Criminal Records Bureau clearance to ensure their safety and well-being is maintained.

Children's care and learning is adequately supported through the competent organisation of the premises. The free floor space in the play room allows toddlers to explore or gain control over their bodies while the tiled floor in the kitchen is easy to wipe clean and enables children to experience messy play and eat their meals comfortably. Children extend their skills because the childminder structures her day so that she has time to play with them and also support their emotional and physical needs.

All required paperwork is suitably maintained to promote children's welfare. The childminder has developed a range of useful policies that are specific to her provision and help her to operate effectively to meet children's needs. She records children's personal details robustly and ensures that all her paperwork is stored confidentially. The childminder reviews her contracts with parents every year, or sooner if details change, to ensure that children are provided with care that is appropriate to their current requirements. The register of attendance is accurately

maintained, therefore, children are safeguarded in the event of an emergency because the childminder knows who is present at all times.

Overall, children's needs are met.

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

At the previous inspection the childminder was asked to increase the resources available for imaginative play.

Children have access to a significantly increased range of role play resources including dressing up clothes and hats, a doctor's set, play food, tea sets, dolls, cars and other small world resources. Consequently, they have more opportunities to develop their imaginative skills and they thoroughly enjoy acting out scenarios.

### **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 satisfactory. 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 snacks and meals provided are always healthy and nutritious
- ensure that children can play safely outside, with particular reference to assessing risks when they use the trampoline
- ensure any persons over 16 living in the household submit to a vetting procedure.

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)