



Inspection report for early years provision

Unique Reference Number	257559
Inspection date	26 January 2007
Inspector	Jennifer Turner
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 2001. She lives with her husband and one child aged one year in Solihull. The designated play room, kitchen diner and toilet on the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a dog.

The childminder is registered to care for a maximum of five children at any one time and is currently minding five children under five years all of whom attend on a part-time basis. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group and she is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm clean designated playroom. There are effective procedures in place to minimise the risk of cross-infection, for example, during nappy changing procedures and with the use of individual towels for children. Children stay healthy because the childminder follows current and appropriate practices and procedures. Children know they should wash their hands before meals and after using the toilet. The childminder is trained to administer first aid, a first aid box is easily accessible together with all the required documentation and formats for recording accidents and medication.

Children are well nourished because the childminder plans and provides a range of nutritious food for them. This includes a healthy snack such as fresh fruit, pasta and wholemeal bread. Parents are aware of the meals and snacks available to their children and they are informed of what the children have eaten each day. Children's specific dietary needs are recorded where necessary and this forms part of the discussion with parents. Children are kept hydrated as the childminder reminds children about having a drink and she makes sure their cups are always accessible. Older children help themselves to the water dispenser from the refrigerator.

Children's physical skills are well supported and children enjoy a range of activities which contribute to their good health. They enjoy playing in the garden where they have access to the large adventure play equipment, visiting a local park and play centre or dancing to music and action songs. This helps promote their physical development and good health. Children rest and sleep according to their needs and the daily routine allows time for active play and relaxing activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe environment. The premises is clean, tidy and well organised. The ground floor playroom, toilet and kitchen diner is used and children move freely between the two rooms. Younger children are able to investigate and explore their surroundings safely. They begin to understand there are rules and boundaries that keep them safe. Children are provided with a good range of toys and resources, which are safe, clean and appropriate to their age and stage of development. Toys are easily accessible to children and this enables them to make choices, promotes independence and helps create a stimulating environment.

The childminder has a good understanding of health and safety; she is vigilant and supervises the children well. Children benefit from a range of safety measures already in place to minimise hazards. For example, a safety gate prevents children's access to the stairs and locks and safety devices are fitted to cupboards and drawers in the kitchen. The emergency escape plan has not been updated to include the current changes to the premises and the childminder has not had an opportunity to practise it to ensure it is effective. However, smoke detectors are fitted in appropriate locations and a fire blanket is available in the kitchen and playroom. The childminder

ensures children are safe while on outings and her lost and uncollected child policy is shared with parents. She has written consent from parents to use the car and she uses a range of restraints and safety seats appropriate to each child's needs. Good priority is given to helping children understand how to keep themselves safe.

Children's welfare is protected because of the childminder's good understanding of her duty to protect them. She has a copy of the local child protection procedures which she shares with parents and she has a good knowledge and understanding of how to implement the procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children have a range of activities that they are involved with, which offer them access to a range of resources that are interesting, promote stimulation and learning opportunities. Children develop their confidence and skills in a child centred environment, where they are able to use their imagination as they role play in the pretend home corner.

Interaction between the childminder and the children is very good and this enables them to extend their language and thinking. They are able to make decisions as well as being directed in some activities, such as colour or shape recognition as they put an inset puzzle together. The children have good creative opportunities in painting, drawing and making collages and their art world is displayed in the play room. Children are able to express themselves effectively through role play and small world resources. Children have regular outings to the local park and play centre, this extends the children's social skills and let them experience other group activities.

Children display good levels of confidence in their daily activities and are developing very good independence skills as they move around the play room, selecting their own activities. They enjoy sociable lunchtimes with the childminder and they develop early communication skills as she discusses and talks about what they are doing. Children's understanding of shape, number and colour are naturally encouraged by the childminder during activities and daily routines.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well supported because the childminder makes sure children are welcomed into her home and feel a sense of belonging. Children's individual care needs are discussed with parents and routines and preferences are followed, this helps children to settle in and feel comfortable. Children learn about diversity and the wider world through access to a diverse range of toys and through meaningful discussions about different cultures and beliefs. The childminder has some experience of providing care for children with identified special educational needs, and she is sensitive towards inclusion. She is aware of children's developmental stages having completed various courses. Consequently, she feels able to approach parents if she is concerned about children's progress and obtain appropriate support to ensure any specific needs are met.

Children are developing an awareness of right and wrong because the childminder talks to them about the need for simple rules. Children are encouraged to play together harmoniously and their behaviour is good. The childminder is a positive role model to children, she is friendly and courteous. Children receive praise and encouragement and this helps promote their confidence and self-esteem.

The childminder has established good partnerships with parents and this helps to promote the children's learning and welfare. The childminder has good systems in place for sharing information with parents to meet children's individual needs. Information is shared daily and parents are kept informed about their child's day, care and routine. Parents are aware of how they may make a complaint, and the procedure reflects the recent amendments to the National Standards. Parents are provided with a helpful range of policy documents about the provision, this includes the certificate of registration, insurance documents and training certificates.

Organisation

The organisation is good.

Children are confident and feel at home and at ease with the well-organised environment. Their care is enhanced through the effective organisation of space and resources in the newly built play room. The childminder makes good use of space to ensure all children have the opportunity to complete activities, select their own resources, relax and sit together at mealtimes. Children benefit from well-established routines which have a good regard for their individual routines.

Children's good health, safety, enjoyment and achievement are promoted through the use of policies and procedures which work in practice. The childminder is keen to develop her knowledge and understanding of child care practice by completing relevant training. Documentation is stored securely and well organised to maintain confidentiality. Overall children's needs are met.

Improvements since the last inspection

The two recommendations made at the previous inspection are not applicable, as these related to the previous house and are not relevant to the current premises.

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):

- devise and practise an emergency escape plan

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