



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY306621
<b>Inspection date</b>	18 December 2006
<b>Inspector</b>	Julie Mary Preston
<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 2005. She lives with her husband and two children aged one and seven in Stafford, Staffordshire. The whole of the property is used for childminding with the exception of the master bedroom. A separate area is available within the garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding six children on a part-time basis including before and after school care. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group, visits the local park and local indoor play areas. The family has two dogs, a cat and some chickens.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The childminder provides a warm, clean and welcoming environment where procedures implemented help children to stay healthy. For example, she provides written policies that she follows such as a health and hygiene policy and a no smoking policy. Children increase their knowledge of good hygiene practices through daily routine activities. For example, children were eager to wash their hands before meals. Individual linen, paper towels for drying hands and regular toy cleaning help to minimise the risk of cross-infection to children. The childminder has policies and procedures identified for dealing with sickness, accidents and administration of medication.

Children benefit from a varied range of meals and snacks with healthy options encouraged such as having fruit and yogurt for pudding. They are provided with sugar-free juice to drink and are able to help themselves to this at any time. The childminder works well in partnership with parents to meet individual dietary needs, providing meals for children on request or alternatively serving children with the packed lunches that parents provide. She appropriately cooks, stores and serves meals to children who attend. This ensures individual dietary needs are well met. The childminder has an awareness of food hygiene practices that she reflects within her food preparation and storage.

Children enjoy a wide range of activities that promote and encourage a healthy lifestyle. Regular physical activities help children develop physical skills and gain control of their bodies. For example, use of the outdoor area, visits to the local park, the farm, toddler groups and to local indoor play areas. Children are given opportunities to rest or sleep in line with individual requirements and parental requests.

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

The provision is good.

Children are cared for in an organised, welcoming environment where possible risks are identified and minimised. She implements a wide range of safety procedures that aim to ensure children's safety is safeguarded and promoted. For example, the childminder has a written policy on safety and practice, she has completed a visual risk assessment and has nominated persons identified for collection of children. Children develop an understanding of how to keep themselves safe, such as when the childminder discusses how to cross the road safely on the way to and from school.

Most safety equipment is in place, regularly checked and maintained and all children practice emergency evacuations to ensure they are familiar with procedures should an emergency arise. However, the fire blanket is not easily accessible, this means potential delays in the event of an emergency. The childminder aims to keep children safe both inside and outside the home. Procedures for outings help children extend their experiences through trips and outings undertaken.

Children use a range of safe, good quality toys that are appropriate for their ages and stages of development. These are well maintained and easily accessible to children who attend. Toys are organised in a range of toy boxes, baskets, cupboards and drawers with a selection provided for children to freely choose from during their time in the childminders care.

The childminder has a good understanding of child protection procedures to ensure children are protected from harm or neglect. She is aware of who to contact if she has any concerns about a child in her care and is confident to report them if required.

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

The provision is good.

Children enjoy their time in the childminder's care, they are happy and settled within the environment. For example, children enjoy dancing and playing bells whilst listening to an animated reindeer singing carols and they enjoy painting stars. Positive relationships with the childminder and each other are evident. Children play happily together using a wide range of resources such as a puppet theatre, musical instruments and art materials suitable for their age and stage of development. They gain confidence and self-esteem as the childminder offers them choices and provides rewards for achievements, such as stickers and verbal praise. She takes time to listen and share experiences with children, valuing their input and extending children's understanding through discussion and questioning.

The childminder develops children's language and social skills well through constant conversation, questions and individual attention. All children use their time effectively. For example, children enjoy story sessions, listening to song tapes and doing cooking activities. The childminder supports children's learning with the range of free choice and planned activities undertaken. She has an understanding of each child and their individual abilities that she aims to extend through the activities and experiences she provides. However, she has a limited understanding of the Birth to three matters' framework which means outcomes for children under three years are not fully extended.

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

The provision is good.

Children enjoy positive relationships with the childminder and each other. They are treated as individuals and their needs met. The childminder has a good understanding of equal opportunities and special needs issues. She has a range of resources and undertakes activities to support this. For example, she reads children stories relating to specific festivals, provides positive images within puppets, books and jigsaws, and undertakes art activities such as making celebration cards. This extends children's awareness of the wider world, promoting positive attitudes and increasing awareness of diversity and understanding of others.

Children behave well, they take turns, share and are kind to each other. This is encouraged through implementation of the childminder's behaviour management policy, partnership with parents and by providing a consistent approach to manage a range of children's behaviour. Praise, encouragement and rewards provided help to build children's confidence and self-esteem.

Positive relationships with parents are encouraged and the childminder works well in partnership with them. She holds initial discussions with parents and undertakes settling in sessions to gradually introduce children to the setting. Daily verbal discussions are held and the childminder keeps parents well informed by completing a daily diary, having a parents notice board and through regular newsletters. This ensures children's needs are identified and met in liaison with parents. The childminder ensures that parents are fully aware of her written policies and procedures during initial introductions to the setting by providing them with an individual copy for their reference.

### **Organisation**

The organisation is good.

The childminder provides a comfortable environment where children make themselves at home. This enables children to be confident to initiate their own play and learning. The childminder remains a suitable person and meets the required levels of training and is keen to attend additional training to enhance her current knowledge and development. She provides a detailed range of written policies and procedures that are used effectively to promote the welfare, care and learning of children. Information is shared with parents in a variety of ways to keep them well informed about the care and achievements of their child. This contributes to continuity of care. All required documentation is in place, accurately completed and confidentially maintained. Overall the provision meets the needs of the range of children for whom it provides.

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

Not applicable.

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

Since registration 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):

- extend outcomes for children from birth to three years through implementation and use of the 'Birth to three matters' framework
- ensure fire blanket is easily accessible in case of an emergency.

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)