

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY331384         |
| <b>Inspection date</b>         | 07 November 2006 |
| <b>Inspector</b>               | Jean Goodrick    |
| <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 has been registered since May 2006. She lives with her family, which includes one child under eight years of age, on the outskirts of Cambridge. She uses mainly the downstairs area of her home for childminding. There is a secure outdoor play area.

The childminder is registered to care for no more than five children under eight years at any one time. She is currently minding five children under five years of age on a part time basis.

The childminder is a member of the National Childminding Association and she attends local toddler groups.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children benefit from the childminder's excellent knowledge and understanding of childhood nutrition. They enjoy meals and snacks which include a range of healthy options, often organically produced, such as vegetables, fruit and yoghurt. Menus are available to parents in

their information pack. Children are beginning to understand about making healthy choices; they go shopping with the childminder to help choose and buy fresh fruit for themselves. In addition, they regularly help themselves to drinks so that they remain well hydrated during the day. Children's individual dietary requirements are recorded and this ensures that their needs are met.

Children's health is well promoted. Good hygiene procedures are in place to protect them from cross-infection, for example, children wash their hands after using the toilet and the childminder is a good role model. If children are unwell or need to take medication whilst in the care of the childminder, there are written records in place to ensure there is good continuity of care.

Children enjoy playing in the garden or at the local park where they develop their physical skills. They have local walks to the shops or library. Babies and toddlers have plenty of space to crawl and pull themselves to standing using the sturdy furniture. Children have times to sleep or rest according to their individual routines which are discussed with parents.

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

The provision is good.

Children independently select activities from a wide range of toys and resources, which are appropriate for their age and stage of development. Resources have been carefully chosen to support children's play and are regularly checked for hygiene and safety. Toys and activities are placed within easy reach, which means that children can follow their own interests and develop their play.

Children play in a warm, welcoming home where risks are identified and minimised, which means they can move around in safety. For example, the garden is secure, there is a fire blanket in the kitchen and the childminder has thought about evacuation from the building. Children are well-supervised at all times and this ensures they develop their independence in a secure environment. They learn how to keep themselves safe because the childminder explains about the dangers, for instance, when crossing the road on outings. The childminder carries relevant information when she is outside the home so that children's welfare is a priority in a case of an emergency.

All the required documentation is in place to ensure children's health and safety. Children are well-protected because the childminder has a good understanding of Local Safeguarding Children Board Procedures and she attends training to update her knowledge of the issues.

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

The provision is good.

Children are confident in the childminder's care and enjoy warm and affectionate relationships with her; she is sensitive to their needs, offering lots of praise and encouragement. They enjoy a broad range of activities including imaginative games, music, stories and rhymes, and messy play. In fine weather the children can move freely between the play room and the garden making independent choices about their activities. The childminder makes very good use of community facilities to extend children's experience, developing their social and physical skills, for instance, visiting the local library, the soft play group, and the local park.

Children benefit from the consistent daily routines for rest and play and this ensures they readily settle and they look forward to their day. The childminder has a good knowledge and

understanding of child development and she uses the 'Birth to three matters' framework as a reference tool. Children's early communication skills are supported and encouraged as the childminder listens and responds to the children with respect, developing their vocabulary, and building their confidence and self-esteem.

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

The provision is good.

All children are welcomed by the childminder. She gathers extensive information from parents to ensure that children's individual needs are understood and met so that children have a good sense of belonging. Children have access to a suitable range of activities and resources which enable them to learn about their differences and similarities. The childminder has experience of learning difficulties and disabilities and recognises the importance of working closely with parents and other agencies.

Children behave well and they understand what is expected of them through regular routines and clear expectations, which help them to feel secure. For example, they know they sit down for meals and help to tidy their toys away. The childminder uses her skills effectively to support children as they learn to share and take turns.

Children benefit from the good partnership between the childminder and their parents. Parents and carers receive comprehensive information about the care their children receive, including policies and procedures. Information is shared on a daily basis which contributes to children's well-being and ensures their changing needs continue to be met. The childminder offers a flexible settling-in procedure to support the children's transition from home.

### **Organisation**

The organisation is good.

Children benefit from the childminder's good organisation of time, space and resources, and her sound knowledge of child development. Well-established routines and affectionate, caring support ensure children are comfortable and settle readily. Children are well supervised and receive good individual support and attention. Children are never left with anyone who has not been vetted. Effective partnerships with parents are given a high priority.

A comprehensive range of policies and procedures contributes to children's well-being. Confidentiality is maintained and records are kept up to date to ensure good continuity of care. The childminder is experienced in caring for children and is open to new learning to improve her practice for the benefit of all the children. She provides a wide range of age-appropriate activities which help children make progress in all areas of their development.

Overall, children's needs are met.

### **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):

- plan and practise an emergency evacuation procedure
- continue to develop equal opportunities practice including partnership with families whose first language is not English.

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)