



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY333260
<b>Inspection date</b>	03 October 2006
<b>Inspector</b>	Shami Kumar
<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 2006. She lives with her husband and two children aged six and 18 months of age. The family live in a house in Barwell in Leicestershire. The whole of the ground floor of the childminder's house and the bathroom on the first floor is used for childminding. There is an enclosed rear garden suitable for outdoor play.

The childminder is registered to care for a maximum of four children under eight at any one time. She is currently minding three children under eight, one who attends full-time and the others on a part-time basis. The childminder supports children who have English as an additional language. The family have two pet rabbits.

The childminder is a member of the National Childminding Association and takes the children to the local park, library, shops, and for walks in the area.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's health and well-being is well supported because the childminder keeps the home clean and hygienic and they learn the importance of good personal hygiene through well-organised routines. The childminder raises children's awareness of hygiene practices by talking to them about hand washing after using the toilet and before eating, and talking about why this is important to keep themselves well. The children stay healthy because there are positive measures in place to prevent infection through cross-contamination. For example, the childminder uses anti-bacterial spray for cleaning the surfaces in the kitchen, ensures that nappies are disposed of appropriately, and she vacuums floor areas before children arrive.

Children have good opportunities to develop a healthy lifestyle through accessing regular fresh air and exercise. They enjoy a good range of activities that contribute to their physical skills. For example, visits to the local park, school runs and physical play in the garden using balls, bikes, cars, space hoppers and ride along toys help children develop their self-confidence and body control. Their physical health is further encouraged as the childminder uses her knowledge to improve their co-ordination and awareness of space by providing music and movement within the home.

Children show an understanding of how to keep themselves healthy. Children are well nourished because the childminder provides healthy home cooked meals, some of which include vegetarian lasagnes and casseroles. Children enjoy lots of healthy snacks such as bread sticks, fruit, cheese and apple, and drinks are freely available to children to ensure that they do not become thirsty. The children readily express their own needs because of the childminder's expert guidance and confidence in her practice. For example, they are able to identify and explain that they feel hungry or thirsty.

Children's health is significantly enhanced because the childminder gives attention to meeting their individual needs by being aware of their individual dietary needs, their routines, children's preferences, likes and dislikes. For example, she takes care to ensure she carefully follows dietary requirements by providing vegetarian food and follows individual sleeping routines for very young children and is well aware of how they best settle to sleep.

Children's well-being is well supported as the childminder has good knowledge of first aid. There is a complete and accessible first aid box, so the childminder is therefore able to take appropriate action in the event of an accident. The children are well protected if they are ill or in the event of an accident or emergency, because the childminder has very clear verbal and written policies and procedures in place. For example, she has appropriate permissions and records in place regarding the administration of medication, consent to seek emergency medical treatment or advice and she maintains clear accident records which are shared with parents.

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

The provision is good.

Children are cared for in a safe and secure environment where any risks are identified and minimised. Children are able to move around the house safely as the childminder has a very good understanding of how to keep children safe and secure and takes into account hazards affecting different age groups. She is able to identify and take precautions to minimise potential risks throughout the house and garden. For example, safety precautions are in place such as, electrical sockets are inaccessible, stair gates are fitted to prevent access into certain areas and cupboard locks are fitted. Appropriate fire equipment such as a fire blanket and smoke detectors are provided and regularly checked to ensure that they are in good working order. However, children are not fully protected as the written fire escape plan has not been practised.

Children are always in sight or hearing of the childminder. This means they are able to move around safely and independently which increases their confidence. Children know how to keep themselves safe inside as well as outside the home because the childminder talks to them about looking and listening for traffic, where to cross safely, and how to care for themselves and each other. Children are kept safe when out of the home, as the childminder has a selection of different sized car seats and she uses wrist straps or reins for younger children. All relevant documentation is in place in relation to outings. Older children show concern by making sure that they keep small toys out of young children's reach.

Children use a good variety of toys and resources which are appropriate to their age and stage of development. Older children independently select activities while the childminder carefully monitors and supervises younger children's choice of toys to ensure they are safe and appropriate for their development. Toys and equipment which the children use are checked regularly for safety and hygiene. The children are comfortable in the setting, with space used appropriately for their needs, such as the dining area used for meals and craft activities and the lounge for the younger children playing with resources, construction or quieter activities.

Children's welfare is safeguarded and promoted by the childminder who has a clear understanding of child protection policies and procedures and understands her roles and responsibilities in relation to them. She has completed a child protection course and has a policy that supports her practice.

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

The provision is good.

Children enjoy their time at the childminder's house and they are settled and happy. They make positive relationships with the childminder, sit comfortably on her lap, have cuddles and ask questions. Younger children are acknowledged, affirmed and nurtured as the childminder talks, listens and responds enthusiastically to smiles, actions, expressions and gestures. Children of different ages relate well to each other and enjoy playing and participating in activities which the childminder has planned for them, as well as choosing from a range of activities and games. Older children show kindness by taking time to play and talk to the younger children, and ensure that toys which could be a danger to them are kept out of reach.

Children's learning is actively promoted through providing stimulating and challenging resources, and the setting of achievable goals. For example, helping the child to press buttons to start the musical toy, using the shakers to make sound, writing letters to Santa and using treasure baskets. The childminder is able to anticipate children's on-going needs, such as wanting to sit, stand, crawl, or wanting a drink of water. Children's confidence and self-esteem is given priority as they are offered praise and acknowledgement for their efforts and achievements through verbal encouragement, clapping and cheering. The children acquire new skills and knowledge through participating in first-hand experiences such as baking biscuits and cakes, making their own play dough, decorating their own pizzas, and making movable teddy bears. Children experience a warm, caring relationship with the childminder, who involves herself at their level and interacts appropriately to support their learning. Younger children are successfully included in activities because the childminder uses the 'Birth to three matters' framework effectively.

Children develop their social confidence and learn how to play harmoniously in larger groups as they have regular visits to the park, the shops and school runs. Their confidence is enhanced because the childminder encourages them to make decisions whilst they play. For example, what they would like to play with next, what sound the different musical instruments make, and what noises certain animals make. Children have stretched their imagination by making grass caterpillars, threading and sewing, and making models from junk material. Children further develop their investigation and creative skills through activities such as using gloop, constructing with natural materials, painting and making collage pictures. They settle well because the childminder is attentive and responsive to their needs.

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

The provision is good.

Children feel a sense of belonging as the childminder understands their differing needs and respects them as individuals. They confidently choose resources to initiate their own play, and the childminder works well with parents to ensure they are fully included within the home setting. For example, the childminder takes care to ensure she understands how individual younger children prefer to be fed, their differing needs such as sleep routines and any cultural or specific dietary or medical requirements.

Children develop their knowledge and understanding of the local community through visits to the park, the library, school runs, and through a range of resources. The children talk about what they see when they are on walks or outings in the local area and discuss a range of issues which include animals, the different shops, the weather and about the birds. Although the children are beginning to develop an understanding of the wider world by talking about different festivals and participating in activities such as making divas and colouring in rangoli patterns, their knowledge is limited because they have access to few play materials and resources that promote diversity.

Children behave well and play together harmoniously, in a very calm and settled environment. The childminder acts as a good role model to the children and has a positive approach to behaviour. She treats the children with courtesy and respect and discusses being kind, sharing and taking turns. The children are well mannered, confident and know what is expected of

them. Children learn responsible behaviour as the childminder reminds them about not throwing the toys, not hitting, not jumping on the furniture, and how to behave on outings. They learn to care for, and respect, each other through the childminder's effective use of praise, encouragement and explanation which develop the children's self-esteem. She is consistent in her approach and uses appropriate methods of dealing with any incidents which are age appropriate.

The childminder tries to ensure through discussion, the written details provided, and from her own observations that she is aware of the level of care each child requires. The childminder has good knowledge, experience and understanding of issues involved in caring for children with special needs. She feels confident in providing care which includes them in the life of the setting and discusses their needs with parents.

Children benefit from the positive relationships that have developed between their parents and the childminder. The childminder takes positive steps to ensure that parents are kept well informed about the setting. A gradual introduction is offered to new children which helps them settle. A well presented pack of information is provided for parents which includes routines, plans of activities, qualification certificates, training undertaken, and policies and procedures. Individual diary sheets detail, information about the child's day and daily verbal discussion with parents keep them fully informed about the level of care their child receives. These exchanges enable children to feel secure, settled and have consistent arrangements in place.

## **Organisation**

The organisation is good.

The childminder is conscientious and has a high regard for the well-being of children. Children are happy and settled in a well-organised home allowing them to move around and make choices confidently. Children can easily access many of the toys and resources independently and space is used effectively to develop their play and ideas in a safe and welcoming environment. The childminder ensures she maintains good levels of supervision and ratios are well met which enable the children to experience individual attention. This helps them to feel secure and develop a positive relationship with the childminder.

The childminder has an extensive knowledge of child development and has attended many courses, covering a variety of topics. These include, 'Birth to three matters', the Foundation Stage and special needs. She is pro-active in accessing on-going training and ensures that she is kept up-to-date with current practice. This continuing development is reflected in the childminder's practice and children benefit greatly from her increased knowledge.

All required documentation is in place and regularly reviewed, which contributes to children's health, safety and well-being. Children have very good levels of continuity in care because the childminder regularly shares information with parents. Parents are informed of the childminder's practice and procedures through effective written policies, procedures and discussions. Parents speak very highly of the childminder and feel that she provides a stimulating, caring environment where children are able to play and learn happily.

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 the last inspection there have been no complaints made to Ofsted that required the provider of 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 the 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 that the emergency escape plan is practised regularly
- develop the range of activities and resources to promote equality of opportunity and anti-discriminatory practice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)