



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY334289
<b>Inspection date</b>	06 December 2006
<b>Inspector</b>	Margaret Coyne
<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 2006. She lives with her husband and one child aged one year, in Luton, Bedfordshire. The whole of the childminders house is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time and is currently caring for three children under five, one full time and two on a part time basis. She also cares for two children over five years and one child over eight years before and after school. The childminder walks to local schools to take and collect children. The childminder attends a local toddler group and childminding support group.

The childminder is a member of the National Childminding Association and is working towards her National Vocational Qualification (NVQ) in child care.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are aware of the importance of good hygiene and personal care to keep them healthy. They take part in regular routines and understand why these need to be followed. For example, they wash their hands before eating and after using the toilet. The childminder works closely with parents when potty training takes place and reward stickers are given to encourage children to use the potty. Clean hand towels are put out each day and hand wipes are used by the children after meals which helps prevent the spread of infection and maintains cleanliness with the toys and equipment. Most of the required documents and procedures are in place to enable the childminder to act in the children's best interest if they are unwell or require medical attention. However, not all parental consent has been obtained to seek emergency medical treatment or advice if required to ensure prompt attention can be sought for any child. The first aid box is kept up to date and a monthly check is taken of the contents to ensure they are replenished regularly. The childminder has completed a first aid course and is confident she can administer first aid to any child to prevent them becoming distressed.

Children are nourished and eat a balanced diet. They know what type of foods are good to have, to keep them healthy, such as, eating fresh fruit and vegetables each day. Children become involved in some food preparation such as making sandwiches and pizzas with healthy fillings and toppings. They drink regularly so they do not feel thirsty, helping themselves to drinks as and when they need to. The childminder works closely with parents to provide a varied menu that appeals to the children as well as taking their wishes into account. A weekly menu planner is prepared for each parent so they are aware of the food provided for their children and additional information about their child's meals are written in individual communication diaries.

Children enjoy a wide range of resources and interesting activities which contribute to their good health and enhance their physical skills. They play in the garden, walk from school and visit local parks to feed the ducks and to benefit from the fresh air. Some indoor adventure parks are accessed to give children a different range of equipment to use to gain control of their bodies. Children use small equipment to master their hand and eye co-ordination and dexterity. For example, they have fun playing football, use bats and balls and have fun with skittles and a sit and ride car. Children move confidently around the indoor area negotiating obstacles as they play.

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

The provision is good.

Children's safety is a high priority. The childminder carries out daily risk assessments to identify any hazards and remove them to keep the children free from harm both inside and outside her home. A health and safety folder documents all aspects of children safety in order to provide them with a safe area to access where they can take risks in a controlled manner. Any outings planned for the children are also risk assessed to ensure children can play safely when out of the home. All children are made to feel welcome in this child friendly, warm and cheerful home which helps to promote a sense of belonging and enables children to have fun or relax. The

areas used for childminding are organised for children to move around to play and make choices from an excellent range of resources safely and independently.

Children learn to protect themselves. They follow road safety codes to cross the road and are aware of the rules inside which keep them safe, such as not climbing on furniture, not throwing toys and helping to tidy them away when they have finished playing with them. This helps to prevent accidents and empowers children to appreciate the boundaries. They practise the fire drill regularly and are aware of the dangers of fire and the need to escape quickly in an emergency. This includes a procedure for the ground floor and the first floor to cover any eventuality with the children. All suitable safety equipment is in place both in the home and the garden such as stair gates, fire guards, socket covers and high bolts on the gates. This ensures children can play freely while remaining safe and secure.

The childminder has the required procedures and documents to ensure the children's safety and welfare are safeguarded and promoted. For example, she has a good understanding of child protection issues and the signs and symptoms of abuse. The childminder has completed some training in this area through her early years course and has all the relevant details to hand should she have any concerns about the children in her care. She is fully aware of the procedures to follow in the event of any allegations against her and has an excellent recording system in place to provide good evidence of her practice for the continued protection of the children.

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

The provision is good.

Children are eager to play and learn as the childminder provides an environment and variety of activities to stimulate their interest. She plans weekly activities and daily routines to ensure children can make choices about their activities and can input their own ideas into their play. This involves many first hand experiences such as cooking, gardening and creative activities. Children have performed a song for parents called the 'Lion underneath the African sun' and take part in parties to celebrate Halloween and Christmas. Children thoroughly enjoy using their imaginations as they dress up and instigate their own imaginative play and when completing art and craft work. The plans are developed on a monthly basis and ensure children have regular outdoor adventures to parks, feeding the ducks, trips to activity centres and the farm. All activities are evaluated to ensure they provide sufficient challenge for the children. This information is then used for the children's reviews which track their progress and are shared with parents. Children respond to challenges through the childminder's knowledge and professionalism. They develop rapidly due to the care and excellent preparation which goes into the planning of daily activities.

Children are keen to initiate play from an exciting range of resources or join in with stimulating and challenging activities organised by the childminder. She joins in with the children, offering guidance, support and prompts them with questions to extend their play and thinking. For example, children have been learning about colours and could relate the different coloured snowmen they had made. They receive extra support if it is needed to help their development, but their independence and individualism is promoted as much as possible. For example, children freely explore, as they take part in creative activities, cooking and during free play. The childminder is secure in her knowledge of the children and knows when to step back letting

the child take over an activity. This is followed with praise and encouragement for their achievements which aids childrens self-esteem and pride in their own work. Children have a secure and warm relationship with the childminder which contributes to their sense of belonging. Their behaviour is very good as they play together sharing toys and time with the childminder. Children acquire new knowledge and skills as they learn about the world around them and enjoy regular visits to toddler groups and childminder support groups. Their day is full of experiences which helps them learn about the needs of others, to share and take turns and develop their social skills.

Children are motivated and make many good links in their learning. They are confident speakers and communicate their ideas well because the childminder joins in conversations and listens to the children's thoughts and ideas. She ensures that she fully meets the individual needs of the children through continued training and development. Children achieve well and are happy and secure because the childminder plans activities in line with the 'Birth to three matters' framework. This enables her to raise childrens development through the activities on offer and shares this with parents so they can achieve a consistent approach to the childrens progress.

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

The provision is good.

The childminder is attentive to the children as she listens and talks to them. She gives praise and encouragement during their play which makes them feel valued, special and respected. Realistic challenges are set to help children develop and to gain a positive outlook and attitude in this vibrant multi-cultural setting. This promotes their confidence and self-esteem. Meaningful resources and planned activities promote a positive view of the wider world. Children are aware of diversity and celebrate a variety of festivals that are part of the lives of the children attending. They share books, dolls and dressing up clothes which increases their understanding of people of differing backgrounds and abilities. Children take part in an activity where they had their photographs taken. They then draw a picture of themselves from this to demonstrate how they recognise and perceive themselves. This activity helps children develop their own sense of identity and self-worth. There are no children attending at this time with a special need. However, the childminder is willing to access any additional training to ensure she can meet all childrens needs.

The children know and accept the realistic boundaries in place and this impacts positively on their behaviour. For example, sharing with others and being kind to their friends. They respond well to the childminder and the high level of support and consistent strategies help them understand what is acceptable behaviour. Children ask for help when needed and praise and encouragement for their positive behaviour is widely given. Their confidence and self-esteem is enriched by this support. A reason and explanation is also given when asking a child to respond which helps them recognise the difference between right and wrong. Close contact with the children ensures the childminder can monitor behaviour patterns and can defuses situations before they arise. Children are absorbed and stimulated during their play which impacts on their behaviour and a happy, relaxed environment has been created. The childminder is sensitive to the childrens feelings and instils a sense of fairness with them which shows in their play as they share toys together.

A strong partnership has been developed between the childminder and parents. This is achieved through the regular exchange of information about the children and her practise. The individual routine and needs of each child are established with parents at the outset so that the childminder can make them feel at ease and comfortable in the setting while meeting their needs appropriately. The childminder and parents have daily discussions and communication books are shared between them. A regular review is also shared with parents about their child's progress and achievements. This helps keep parents well informed of how their child's needs are being met and their developmental progress. Special meetings are held between the childminder and parents if they have any issues to discuss without the child being present. This enables parents to play an informed part of their child's care and to share in decisions with the childminder about the level of care given. An excellent portfolio is available which contains useful information about her practise and all policies and procedures which are followed. A menu sheet and activity plan helps parents fully contribute to their child's day. The childminder has an open and honest policy with parents and has produced a written complaints procedure and system to record any complaint. This secure relationship impacts positively on the children's sense of security and trust.

## **Organisation**

The organisation is outstanding.

Children's care is greatly enhanced by the childminder's exceptional organisational skills. Children are eager to attend and relish their time in a vibrant, safe setting. They feel at home because the childminder organises the space, play resources and activities in an animated and innovative manner to meet individual children's needs. Indoor and outdoor space is laid out to maximise play opportunities for all children; this has a positive impact on the children's learning and development. Children's development is further promoted due to the careful planning and preparation completed by the childminder. She has written activity plans which she evaluates afterwards and uses these to review the children's progress. The childminder has a committed and professional approach to her practise, with the children and her relationship with parents. She uses policies and procedures effectively to promote the welfare, care and learning of all children. She ensures all legally required documentation relating to children's health, safety and well-being is in place and is regularly reviewed with parents.

The childminder is committed to continuous improvement and development. She has attended extensive training including her first aid course, Introduction to Childminding Practice course and has nearly completed her National Vocational Qualification level two which will lead on to her starting her level three qualification early next year. This training has enhanced her excellent practice and increased her knowledge of how children develop and learn through their play experiences and the value of clear procedures and policies which are evident in her day-to-day practice.

An extensive range of records and documents are in place and presented to a consistently high standard. This promotes the children's health and safety, their learning and the partnership with parents. They also help parents gain a realistic insight into her daily operation and enables them to share responsibility for the children's care together. All records are in place to promote her practice. They are secure, up-to-date, clearly written and concise. Excellent evidence is in

place about the care, play and learning the children take part in through extensive photographs and examples of the children's work. This provides a valuable record for parents, the children and the childminder to refer to detailing how much fun the children have during their activities.

The childminder offers high quality opportunities rooted in her knowledge of child care and development. She ensures that ratios are adhered to and enables her to offer a high level of supervision and support for the children at all times. All people with access to the children are suitably vetted and authorised to be in contact with them. An emergency supporting childminder is known to the children and parents and a copy of her policies and procedures are also made available to parents to ensure they can make an informed decision about who cares for their child. The childminder's commitment, enthusiasm and enjoyment of what she does is reflected in the positive impact of her service and the enjoyment of the children attending. Overall children's needs are met.

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

Not applicable

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

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.

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 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):

- obtain written consent from each parent to seek emergency treatment or advice.

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)