



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY335491
<b>Inspection date</b>	17 January 2007
<b>Inspector</b>	Georgina Walker
<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 satisfactory. 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 children aged eleven and five. The whole of the ground floor and bathroom and front bedrooms upstairs in the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The family has a tank of fish.

The childminder walks to the local school and nursery school to take and collect children and drives to collect and take children home. She takes children to the local library and park.

The childminder is registered to care for five children at any one time and is currently minding six children all of whom attend on a part-time basis; three under five during the day; two over five before and after school and school holidays; one over eight in school holidays, if required.

The childminder supports children with learning difficulties and/or disabilities. She is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's well-being is inconsistently promoted as the childminder has not yet sought written permission for seeking any necessary emergency medical advice or treatment. Permission for giving medication is available and generally appropriate records are maintained to ensure the children have their medication at the correct time. However, the record does not contain the size of the dose and parents cannot be assured the correct dose has been given. Significant injuries a child arrives with are not recorded to meet their needs should a further injury occur. A first aid certificate is held by the childminder to ensure children's needs are met in a minor emergency. The first aid box contains all relevant equipment. Exclusion policies are rigorously implemented to prevent the spread of infection to other children.

Children are learning the importance of good hygiene practices. However, these do not fully contribute to the minimal risk of the spread of infection as individual hand drying resources are not yet provided for older children. Independence regarding toileting is successfully promoted as the children develop the skills necessary to take themselves to the bathroom upstairs. Children are aware they must wash their hands after toileting or before meals and the baking activities.

Children benefit from a very healthy diet. They are offered drinks regularly, snacks and meals are well presented and enjoyed by the children, who are developing an understanding of the need for a healthy and nutritious menu. Their individual likes, dislikes and medical or parental requests are accommodated and they enjoy a wide selection of cereals for breakfast and fruit for snacks and puddings. The childminder provides snacks at lunch and main meals are provided in the evening if required. As these are often prepared by the childminder's husband this ensures the childminder can spend more time playing with the children during the day. Parents are informed of the exact menu each day and the quantities the children have eaten. The information is written on a daily diary sheet. The childminder has an excellent understanding of special dietary needs and allergies to foods and ensures all children have their dietary needs met.

Babies and young children are able to rest and be active according to their needs. The childminder has not attended specific training to develop an awareness of the 'Birth to three matters' framework. However, she has recently obtained the framework pack and is to develop planning to implement, record children's progress and share this with parents. Unknowingly the childminder promotes development of the children according to their very individual needs. They have access to an interesting and stimulating range of toys which are presented to promote development effectively.

Children enjoy a range of physical play experiences to grow and develop new skills. They have access to an extensive range of play equipment in the garden, local park and visit a number of local soft play facilities. The children also meet up with other children who are cared for by childminders, which assists in developing their socialisation skills. Photographs of children at

play demonstrate to parents what a wealth of experiences their children have and how happy they are at play. Wheeled toys to push or ride, ensure mobility is developed and is also extended in the garden on the cube or slide or during visits to the local park where larger climbing equipment and swings are enjoyed. Access to a range of stimulating resources and activities indoors develops their small movement and co-ordination skills and successfully contributes to their development. Children are particularly competent at turning pages of books, completing puzzles or using the play food. Older children particularly enjoy creating bead craft work or baking after school.

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

The provision is satisfactory.

The children's safety is generally promoted throughout the premises through good implementation of a written safety policy. However, the childminder has a limited knowledge of child protection procedures and how to put these into practice as written documentation regarding procedures have not been received to ensure the children are protected fully. A policy devised by the childminder informs parents of her duty to protect children and she has an awareness of signs and symptoms of abuse and who to contact should she have concerns. However, she is to update her knowledge, including any new 'Local safeguarding children board' procedures to ensure children's welfare is effectively promoted.

An awareness of safety during a fire is effectively promoted as the written procedures, shared with parents and children, have been practised. Children are also developing an awareness for personal safety as they respond to the childminder's expectations when they are on school journeys and outings. They understand the good strategies of being strapped appropriately in pushchairs, holding the pushchair or hands when crossing the road, and walking sensibly. However, documentation from parents for seeking emergency medical advice or treatment is not immediately available on outings and children's medical needs may not be met.

Children are cared for in secure and suitable premises which are warm and welcoming and create a stimulating environment in which they play and learn. Their individual skills develop competently with the age-appropriate resources. Children can independently select activities from the range of good quality toys and equipment. Resources are stored in boxes for access by the children. They can request activities or choose from those presented depending on the ages and stages of those present. Children are encouraged to pack away before getting something else out. This teaches them respect of property and ensures the toys remain in good condition for use. All children have access to drawing equipment and enjoy craft and baking activities. Sleep facilities are discussed with parents and provided accordingly. Children do not have access to potentially hazardous small toys as the childminder carefully monitors the use of resources. All children are encouraged to develop an awareness of safety as they play, become more mobile, and learn about boundaries and what is off limits. Older children are aware of potential hazards of their toys if younger children are playing and often use the dining table in the kitchen to keep inappropriate toys or resources out of reach. Access to the outdoor play area is via the kitchen door to enable children to have age-appropriate free access.

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

The provision is satisfactory.

Children are eager to access the range of age-appropriate resources in the childminder's home. Their development is supported effectively as the childminder is increasing her knowledge of child development, especially how older children wish to relax and play after school. Under three's development is not yet encouraged under the 'Birth to three matters' framework. Information regarding children's activities and any significant developmental progress is shared verbally with parents as well as records made and photographs taken of them enjoying a wide range of activities. Dressing up and drawing are particularly favourite activities of the older children. Their contributions are highly valued as they play a role in planning and organising activities.

The resources are provided to ensure children develop their skills and movement. Children enjoy painting, crayoning and messy play as they learn about textures and be creative. The children are stimulated with a range of resources and are motivated to access the varied activities. Specific play plans are not made but activities are well prepared and adapted depending on the weather or children's wishes. If a child prefers collage sticker books to drawing the childminder meets their need by providing such activities to stimulate learning new skills and new words. Language development is ensured as the childminder constantly talks to the children and encourages older children to share their interests or discuss activities or resources. Younger children are confident with the childminder in the setting, but naturally wary of visitors. They become engrossed in play with small world figures, or play food and chopsticks, and look at books for extended periods.

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

The provision is good.

Parents attend for a visit to discuss information about the services provided and how their child will be cared for. A portfolio of documents, including certificates of attendance at training is presented during the initial visit. Written policies and procedures are discussed and parents are provided with copies if they wish. These include the complaints procedures which contains information to contact the regulator, but no detail as the Ofsted information poster has not been received. The parents are also made aware in the policy they may complain to the childminder first and she will record the complaint under the relevant standard, investigate and inform them of the outcome. Information regarding activities the children have been engaged in, their meals, toileting and any sleep or rest periods is recorded and discussed in detail each day. A written diary is completed to be given to parents each day if they wish or to retain at the end of the placement. The ongoing sharing of information ensures any changes to children's circumstances can be addressed immediately and builds a closer partnership with parents to meet the needs of their child.

Children are welcomed and valued as the childminder uses discussion with parents and written details on information sheets to ensure individual requirements are met. Documents requesting supplementary permission from parents are completed for using transport, going on outings and the taking of photographs. The childminder has an awareness of a range of potential learning difficulties and disabilities of children and actively promotes inclusion. Activities and

routines are effectively adapted. The very good levels of support ensure that all children are included and receive a great deal of individual attention so that their needs are effectively met. Support and training to meet any medical requirements are actively sought and implemented with understanding and professionalism.

Children are developing a good understanding of how everyone positively contributes in society. Resources which promote and represent the wider community are freely available in an increasing range of books, puzzles, dolls, small world figures, dressing up and resources which are swapped daily. Equality of opportunity is promoted effectively through the activities which are age or stage adapted appropriately and children's specific needs are very well considered. Older children demonstrate care and understanding of other children's stages of development.

Children develop a strong sense of independence and self-worth as they are encouraged to follow rules as they progress through the developmental stages. Children are beginning to understand the reasons for the rules about tidying up before getting out more toys and safety of themselves, especially on the school journey. They are purposefully occupied and reminders regarding the expectations of the childminder are responded to immediately. The use of praise, encouragement, reward systems and good manners contributes effectively to the children being confident in the setting and the development of a sense of belonging to a wider family group.

## **Organisation**

The organisation is satisfactory.

Children benefit from the warm care the childminder provides. She had successfully met the qualification requirements and completed her childminding training and first aid course to further meet the needs of the children. She has produced an extensive portfolio of easy to read policies and procedures, which she shares with parents. This contributes to her commitment to meeting the children's needs. She continues to read documentation sent to her, to ensure she is aware of current childcare practice and regulation requirements. However, she has not received the revisions and addendum to the 'National Standards' published in 2005, or the poster for parents with the regulator's contact details. A copy of 'Are you ready for inspection?' and information relating to child protection procedures have also not been received. This has led to some minor incomplete record keeping and information for the childminder and parents not being up to date. The childminder's understanding of the content of the 'Birth to three matters' framework is limited, however, she is eager to learn more and put into practice as she recently received a copy. She is aware she is to record the progress of all children under five, to further assist in promoting their development and the partnership with parents, by sharing the documents.

Children are supported effectively to learn and play under her direct supervision as they access the range of resources in the setting. The childminder generally maintains their records and the register of attendance in her National Childminding Association documentation or on appropriate supplementary permission forms. However, consistent detail is required in the children's medication records and permission for seeking emergency advice or treatment is required to enable appropriate care to be given. Children are supported by the childminder's good organisational skills which ensure their time with her is worthwhile. Overall the range of children's needs are met. The childminder meets the needs of the children in flexible childminding

arrangements from an early start time each day. Her routine includes regular journeys to collect and take children from and to home, or school, which she uses as learning experiences and discussion times, especially regarding safety as they walk along the pavements. She prepares for each session with relevant resources which can be adapted to stimulate the wide age range she currently cares for. The way that the childminder organises space and resources means that children take decisions and develop increasing independence. They are very happy in the setting and enjoy the range of play opportunities, becoming fully absorbed in their play.

### **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 satisfactory. 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):

- further develop an understanding of the national standards by obtaining copies of the revisions; addendum; are you ready for inspection; Ofsted contact information poster; the range of documents and contact numbers relating to child protection
- obtain written permission for the seeking of any necessary emergency medical advice or treatment and ensure it is immediately available at all times. Include the actual dose of medication required in the written records and any significant injuries a child arrives with
- develop plans and the recording of children's progress under the 'Birth to three matters' framework and related curriculum guidance for older children
- provide parents with details of where to contact the regulator.

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)