



Inspection report for early years provision

Unique Reference Number	EY336425
Inspection date	13 November 2006
Inspector	Susan Rogers
Type of inspection	Childcare
Type of care	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.

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 partner and child aged 11 years, in a house in a Littleover suburb of Derby. The ground floor living room, toilet and kitchen are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for two children at any one time and is currently minding two children, who attend on a part-time basis.

The childminder walks to local schools to take and collect children. She takes children to the local park and toddler groups.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning about the positive effects of good hygiene routines as they are encouraged to wash their hands before meals, and all of the routines are effective in protecting children from illness and infection. Children have good opportunities for physical exercise; they walk to and from school, have a large garden for outdoor play and have outings to soft play and local parks.

Children enjoy food that has a suitable nutritional content, and benefit from a home cooked meal that is nourishing and meets with their preferences. Children enjoy their meals in a positive social setting, whilst sitting at a table with the childminders family, and are therefore learning about the benefits of table manners. Their different nutritional needs are given consideration when the meals are planned. Children have ready access to drinks as low sugar squash is always available.

Children are well protected if they have an accident or are ill at the childminders care, since the childminder has a current first aid qualification and would know how to react if there was an emergency. They are well protected in the cold weather as they wear coats, scarves and hats when they play outdoors and walk to and from school. Children have good protection in the sun, as parents give permission for sun protection cream to be applied; they wear hats and play in the shade on hot days.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are warm and welcoming and children are able to feel relaxed and comfortable. The premises are continually adapted to the needs of the children. For example children's learning is encouraged as floor space is made readily available for children who want to play a game with the childminder.

Children are mostly protected whilst they play as most of the environment is safe for their use. However, there is some unprotected glass in the smaller living room which compromises children's safety. Children are well supervised whilst they play as the childminder is vigilant of their whereabouts and makes sure they play safely. Children's safety is maintained during their outdoor play, as the childminder consistently monitors their play during outings and in the rear garden. Children are learning about the dangers of fire as they are provided with explanations regarding the need to evacuate the home during the fire drills. Children are learning how to keep themselves safe whilst they play, through appropriate explanations that they understand. Children play safely, given that they have good supervision that does not compromise their need for independence.

Children are protected if there are concerns over their care, as the childminder explains her obligations to parents and has an effective appreciation what would concern her regarding the care of a child. Children's learning is well-motivated, due to the fact that there is a variety of

equipment in the setting that is interesting and appeals to children's curiosity Children learn through their play as the equipment is well suited to the age and developmental needs of the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy good quality activities because the childminder has an appreciation of the 'Birth-to-three matters framework and implements aspects of this in the children's activities. For example the activities are predominantly child-led and are well supported by the childminder. The childminder has effective knowledge of the different needs of all the children she cares for and adapts the care and the support offered, to make sure that children are both challenged in their play but enjoy what they are doing.

Children communicate effectively and have well developed language skills. They have an excellent understanding of language and use this to describe what they are doing, express their preferences and observe changes around them that arouse their curiosity. Children are confident and effectively use their skills to assert their preferences and enjoy the company of other children and adults. Children have opportunities to develop their social skills by meeting other children when outings are arranged to soft play centres, parks and nature centres. They have opportunities to learn during their outdoor trips. For example learning opportunities are promoted as children are encouraged to notice the changing seasons, and aspects of life around them whilst they walk to school. Children feel secure in the childminder's care and readily approach the childminder for comfort and cuddles.

The childminder appreciates the different emotional needs of the children and meets these by being available at all times to share and support them in their play. The play environment is rewarding as children participate in meaningful activities that further their development.

Helping children make a positive contribution

The provision is good.

Children enjoy continuity of care because parents are well-informed about their child's progress through regular conversations and photographs that depict aspects of the child's activities. For example parents engage in detailed conversations as they collect their child providing them with useful information about their child's care. Children settle well as parents are encouraged to bring their child for shorter periods of time during the initial stages of the placement; this ensures both the childminder and the children get to know each other better before the placement commences.

Children are learning about other cultures through the readily available play images that give positive representation of minority groups. Children's learning is further extended as the childminder offers appropriate explanations regarding different aspects of society. The childminder is aware of current legislation in respect of the care of children with disabilities or learning difficulties, and therefore offers children that have specific needs appropriate care.

Children are learning to take responsibility for their play environment, as they mostly tidy away their toys when they have finished using them. Children behave well as they are thoroughly occupied in activities that stimulate their learning. They have positive self-esteem as the childminder is a positive role model. They are confident as they have ample support in their care, and have challenging activities that help them achieve, but also promote enjoyment in their play. Children are learning to take turns and negotiate effectively whilst they play with other children.

Organisation

The organisation is good.

Children's development is encouraged as a result of the childminders effective organisational skills. For example, outings are arranged where children have opportunities to learn about their environment that includes visits to soft play, walks to school, libraries and nature centres. Children are well supervised as a result of the childminders effective organisation during the time she cares for the children. Children's learning is therefore developed as there are significant periods where their play is directly supported.

Children have good care as the childminder is committed to developing her own practice, consequently has attended additional training to help support children's learning, and plan for their individual development.

Children are very well-protected as all household members are vetted, and there are effective contingency plans to ensure they are always cared for by cleared persons. Children enjoy sound protection as the documentation is complete and is regularly reviewed. Overall the setting 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):

- promote safety in the setting by ensuring that all low level glass is made safe.

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