



Inspection report for early years provision

Unique Reference Number	EY296371
Inspection date	03 August 2005
Inspector	Janice Rizvi

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 2004. She lives with her husband and two children aged four and twenty months. The whole ground floor, two bedrooms and bathroom are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time and is currently minding three children between two and eight years on a part time basis. The childminder either walks or transports children to and from local schools. The childminder attends the local parent/ toddler group. The family has a dog.

The childminder is a member of the National Childminding Association and has an appropriate child care qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of personal hygiene through well planned daily routines. Younger children are supported to learn the skills of hand washing, with independence encouraged using appropriate resources such as, a picture/notice above the wash hand basin telling children to wash hands with soap. Also during their play activities for example, cleaning teddy during teddy bears picnic to wash of germs. Children benefit from a healthy, clean environment, the childminder acts as a good role model and emphasises the importance of personal hygiene. There are effective procedures in place to record and inform of individual children's physical needs for rest and play. These are incorporated into the routine which is clearly displayed for parents.

The childminder has a good understanding of medication and accident recording. Records are in place and well maintained. Emergency procedures for when children are ill are detailed in a written policy to parents. There is a valid first aid certificate.

Children enjoy well organised mealtimes with a choice of regular drinks and snacks for example, children sat outside in the sunshine, eating their lunch of cheese on toast and yellow peppers, at a well prepared table protected from the sun. Food is stored, prepared and cooked safely and adequate in quantity. They enjoy varied, well presented nutritious meals. These are planned with children's dietary requirements and choices in mind.

Children make very good use of the outdoor play facilities such as climbing and sliding on the fixed play equipment, digging in the sand pit and riding on wheeled toys. Garden games and visits to local parks and playgrounds improves children's physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a spacious home where risks are identified and minimised. This means they are able to move around freely and independently. The childminder gives high priority to helping children understand how to keep themselves safe and to maintaining children's safety, such as ensuring children are paying attention when warning them about hazards as she is cooking their lunch in the kitchen. Children are able to practice the rules of road safety to and from toddler group and during outings.

Children use a sufficient range of safe good quality, developmentally appropriate resources. These are well organised in child-height furniture to encourage independent access. The childminder explains safe procedures/practices such as;

why children should pick up items dropped on the floor, so they don't fall and hurt themselves. This helps children learn to take responsibility for keeping themselves safe.

The children are well protected. Children's records are detailed and well maintained. Parents are made aware of the childminder's responsibility in regards to child protection within the written policy statement which is discussed with parents at the initial interview.

Helping children achieve well and enjoy what they do

The provision is good.

Children between the ages of two and eight are confident in their relationships with the childminder. They play happily together enjoying a variety of spontaneous activities such as, making tissue paper butterflies using a variety of craft and collage materials and talking and listening to each other during teddy bears picnic. Children benefit from the childminder's expertise to use everyday activities to provide excellent learning opportunities for example, snack times, learning about different shapes of biscuits and how shapes change. Toys and equipment are freely available in the children's playroom. Toys for indoor and outdoor play are of good quality and suitable for their age and stage of development, which helps to create an accessible and stimulating environment.

Children are interested and engaged in both free-play and set activities exploring their environment with a balanced range of creative and learning opportunities. Maximum use is made of the outdoor decked area for children to have access to a range of activities such as chalk boards and domestic play. Children are engaged in a broad range of activities that support their language, mathematical thinking and imagination. Detailed information is recorded from parents and used to plan out children's activities. Children's progress and achievements are noted and feedback to parents.

Children have the opportunity to explore their wider environment with planned outings in the school holidays. Good use is made of local facilities and parks to enable children to explore and enjoy physical play on a regular basis. Within the home children particularly enjoy music and rhythm, younger children enjoy music action rhymes. This promotes children's physical growth and spatial awareness skills.

Helping children make a positive contribution

The provision is good.

Children show a strong sense of belonging as they freely access all the childcare areas. Their individual work is proudly displayed and discussed. All children are valued and respected and treated with equal concern; equality of opportunity is promoted for all children. The children are given individual attention and thoroughly enjoy good interaction with the childminder, which enables all their needs to be met. Children behave well and benefit from clear boundaries and expectations set by the

childminder. They learn to play and socialise with others, share popular equipment and take turns. Children are beginning to learn right from wrong, with increasing awareness of the impact of their behaviour on others for example; learning not to fight over toys and be less aggressive in their play. Children's self esteem is developed by praise, simple rewards with encouragement from the childminder for their achievements and increasing responsibility such as, helping to lay the table at lunch time.

Partnership with parents is well fostered and children's records are detailed which enables the childminder to provide appropriate care and support to meet the children's needs. The childminder recognises the need to work in partnership with parents. New children are welcomed into the family and have a 'settling in' time. She keeps the parents well informed and is confident to raise any issues about their child's care and development through regular verbal feedback and daily discussions to ensure that all children's needs are met.

Children learn about their local community as they visit places of interest such as the local library and toddler groups on a daily basis. Although the childminder provides a range of resources to promote a positive view of the wider world and increase children's awareness of diversity and their understanding of others, some books and stories being read emphasised the traditional roles of men and women, for example women nurses and men as builders which does not address the stereotypical roles of men and women.

Organisation

The organisation is satisfactory.

The children feel at home and at ease in the well organised environment. This means they are confident to initiate and extend their own play and learning. Policies and procedures are used effectively to promote the welfare care and learning of children. Information is shared regularly with parents to keep them well informed about the service and their child's activities. This benefits the children in the continuity of their care.

The required registration and first aid courses have been fully attended and completed. Although the recording is systematic and provides detailed information about children's care and development, with most consents in place, there is no written parental consent for emergency medical treatment. This lack of information puts children at risk in an emergency.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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):

- provide resources (books) that address the stereotypical roles of women and men
- obtain written permission from parents for seeking emergency medical advice and treatment.

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