



Inspection report for early years provision

Unique Reference Number	106869
Inspection date	22 January 2007
Inspector	Timothy Butcher
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 first registered in 1988. Her eldest daughter is registered to work as an assistant.

She lives with her husband and six children aged between five and 22 years in Headley Park, Bristol. The whole of the ground floor of the property and one bedroom and bathroom to the first floor are used for childminding. Children over five years have access to the tiered back garden.

The childminder is currently minding three children under five years during the day and one child over five years before and after school, all of whom attend on a part-time basis. The childminder also minds children over the age of eight years.

The childminder walks to local schools to take and collect children and has the use of a car. She attends the local toddler group and takes children to the local library and park. The family have a dog.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted because the childminder has good procedures and practises in place to meet their individual physical, nutritional and health needs. Children benefit from the good physical care. Young children are kept comfortable and have their nappies checked regularly. The childminder has a scrupulous nappy changing procedure that effectively protects children from the spread of infection and includes the use of disposable gloves on every occasion. Children learn to follow appropriate hand-washing routines as they are consistently encouraged to do so. The family have a dog and the childminder ensures that all children benefit from the carefully managed contact.

The childminder has robust procedures in place to record accidents and keeps suitable records should medication be required to be given to children. The daily diary provides very useful information to parents and carers about food intake, nappy changes and children's well-being.

The childminder effectively consults with parents to ensure dietary needs are identified. Children are well supported as they begin to understand the benefits of a healthy diet. Parents provide packed lunches. The childminder encourages children to eat healthily, for example, by prompting them in a number of ways to eat what has been provided for them.

The childminder ensures that children have regular opportunities to be active and to have fresh air. Only children over five years are allowed to use the garden and its equipment. Younger children enjoy the frequent opportunities to feed the ducks during regular walks in the nearby park. The childminder makes discerning use of toddler and childminding groups to ensure that children have additional opportunities to socialise and to be active. There are also regular visits out to such places as the zoo in school holidays.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a very safe environment within the home because the childminder has carried out a thorough risk assessment of the house and has the necessary control measures in place to protect children from potential hazards. The premises are secure and such things as smoke detection equipment, electric socket covers and a fire blanket are in place. Stair-gates are used to prevent younger children from straying into areas unsupervised, for example, the kitchen area and the stairway. The provider has carried out a risk assessment of the garden however, there are some potential risks to children. The childminder places some sensible restrictions on the use of the large trampoline in the garden, however, not all potential risks have been identified. Gas bottles, stored in the garden, have not been made sufficiently inaccessible to children. Although the premises are secure, access around the building poses a potential hazard to children.

Children have a clean, welcoming and very child-friendly environment in which to play. The lounge provides a suitable space for children to move freely and to play in comfort. Space is

made for babies to sit and engage in floor play on soft blankets. The childminder manages the space well so that young children and babies have space to play in safely.

A good range of toy resources, that are appropriately matched to the stages of development of children, are made readily available. Children exercise choice as resources are freely accessible. The childminder's toy resources are augmented by the discerning use of a toy library.

Children have their welfare safeguarded. The childminder has a clear understanding of her responsibilities in regard to the protection of children. She has a solid understanding of the possible signs and symptoms of abuse and has an awareness of the procedures to follow.

Helping children achieve well and enjoy what they do

The provision is good.

Children make good general progress in all areas of development. The childminder provides a well-balanced range of activities and play opportunities that support their all round development. The childminder plans activities to ensure that children have sufficient variety. Toy resources are rotated in and out of use. The childminder has yet to develop a structure to systematically track children's progress and plan specifically for each child's next steps in development, for example, by using an approach in line with the Birth to three matters framework. The childminder relies on her sound understanding of child development, the quality of her interactions with children and the provision of appropriate resources to promote children's good progress. A child is provided with jigsaw puzzles that very suitably test her ability to manipulate and match shape. She concentrates and perseveres as the puzzle poses just the right amount of challenge to maintain her interest and stretch her skills.

The childminder manages the differing needs of children well, for example, children spontaneously select a book to be read to them. The childminder snuggles children in alongside her and on her lap so that everyone has a chance to enjoy the story together. She asks children to name animals and the noises that each animal makes and involves them in the story as it is read aloud to them.

Planning shows that children have good opportunities to be creative. Some creative activities are linked to visits out. Photographic evidence shows children enjoying a visit to a deer park and to a city farm. The childminder describes how leaves and other materials gathered by children are used to make pictures upon their return from similar trips.

Young children settle quickly on arrival and show that they are familiar with the setting, relaxed and keen to play. They are at ease in the well-organised environment and are confident to initiate and extend their own play. They engage in role-play and creatively use their imaginations for long periods of time. They remain absorbed in making up their own stories with dolls and dressing up materials. They develop their independence as they are able to exercise choice.

Babies receive lots of cuddles and close contact. They play with a variety of sensory toys with which they explore. They shake rattles and listen with interest at the sound they make. They gain in confidence at the making sound and in their control of the movement. They laugh and babble in response to face-to-face contact and the warm interactions of the childminder. Babies

make good progress. The childminder demonstrates this through her sound knowledge of their current stage of development and describes the good progress they have made. The childminder follows babies routines and plans her day flexibly to accommodate their changing needs. As a result babies are happy, remain settled and are content.

Older children, who attend after school, are provided with a suitable range of activities and games that are appropriate to their development and interests. They are encouraged to join in activities with other children if they wish. They have the opportunity to rest or to be active as they choose.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from the sound partnership with parents. They have their individual needs met well because the childminder talks to parents and carers and initial procedures ensure that the needs of children are readily identified. Induction is carefully managed and children soon become settled. There is an on-going exchange of daily information with parents and carers. Time is set aside for discussion at either end of the day. The childminder also provides a diary for parents that describes the most significant events of the day, as well as giving information about most of the care. However, there is little written information about the progress children make. A system for the recording of a complaint is in place but the provider's understanding of the procedure is flawed. The record is available to parents but the procedure is not made clear enough for them.

Children are valued and treated with respect. The childminder has a strong awareness of children's home circumstances and treats each child as an individual. Strategies for managing children's behaviour are discussed and agreed with parents during the induction process. The childminder provides positive attention to children and uses simple explanations to support and guide them. Children are well-behaved and respond well to each other. The childminder has a calm approach and routinely provides praise and encouragement. Young children respond positively to her requests, for example, for a child to hug a younger child a little more gently.

Children learn about diversity through everyday play. The childminder has an adequate understanding of equality issues. As a result, children have positive experiences when learning about the world around them. She provides some opportunities to support children's experience of diversity, for example, through the use of a several multi-cultural toys and a solid range of books that have some positive images of diversity. The childminder makes use of toy library resources to enhance those of her own. Children experience the celebration of some festival days through cut and stick activities such as making Christmas or Easter cards for their families. The childminder has yet to care for a minded child with additional needs but has a suitable procedure in place to identify with parents how best to meet the care needs of all children.

Organisation

The organisation is satisfactory.

The childminder is well-organised. She organises her time, space and resources effectively to meet the needs of children. Policies, procedures and other documentation are used well to promote the good welfare and care of all children. She has a sound understanding of the National Standards and interprets these in the best interests of children. However, the complaint procedure is unclear. Parents and carers are fully consulted and kept well-informed about care issues in general. This contributes to the continuity of care for children.

The childminder is experienced and aware of the need to keep her practice up-to-date. To help her with this she has identified further training in child protection, first aid and the Birth to three matters framework to further enhance her sound knowledge. Children experience a balanced range of activities and play opportunities, in a welcoming and supportive environment. As a result they make good general progress. They appear to be happy and to thoroughly enjoy their time with the childminder.

The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

At the last inspection the childminder agreed to improvements to the provision of resources that reflect positive images of disability and to up-date her knowledge on Area Child Protection Committee procedures. She also agreed to ensure that all details about medication given to children and accidents are recorded.

Since the last inspection the childminder has put in place a sound range of resources that reflect diversity including those that reflect disability. She now has books that reflect positive images of disability and other play materials to support her practice, such as spectacles and walking frames for dolls for children's use in pretend play. As a result children have more opportunities to develop an awareness of diversity and to experience diversity through positive play experiences.

The childminder has up-dated her knowledge of child protection procedures and now has documentation in place to which she is able to refer. There is a policy statement for parents. As a result children are potentially better protected should the childminder have a cause for concern. The childminder intends to extend her knowledge further through additional training.

The childminder has reviewed her documentation in regard to the record of accidents and the record of medication given to children. She is able to describe a safe procedure for both that includes a written acknowledgement by a parent or carer. Although the paper-trail is sometimes complex, the necessary detail is in place and her procedure is sound. As a result children's health is better promoted should they have an accident or should the childminder receive a request for medication to be administered.

Complaints since the last inspection

Since the last inspection 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

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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):

- undertake a further risk assessment of the garden and make safe any identified hazards to children
- develop further the use of activities and resources for children to support their next stage of development by using an approach in line with Birth to three matters framework
- develop further the complaints procedure and make the procedure clear to parents

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