



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY312578
<b>Inspection date</b>	06 October 2006
<b>Inspector</b>	Janet Armstrong
<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 has been registered since August 2005. She lives in a four-bedroom semi-detached house with her husband and son, aged 12 years. The family live near to the town centre of Blandford Forum. They have a two pet cats.

The main accommodation for childminding purposes is downstairs. This comprises of a play room, dining room and large kitchen. Sleep and toilet facilities are also available on the ground floor. The middle section of the back garden is included in the registration, laid mainly to grass and is securely fenced and hedged.

The childminder has NVQIII in child care and education and is registered to care for up to four children under the age of eight. There are currently two children on roll.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted very well. Regular cleaning procedures in place provide a hygienic environment for children to play. Through daily routines, children learn to wash their hands before meal times, after using the toilet, outdoor play and messy activities. Their independence is supported through access to liquid soap, a booster step and separate hand towels to help reduce cross infection. Children's health is further promoted through the positive nappy changing procedures followed by the childminder.

Children's well-being is effectively supported through up-to-date documentation that clearly records any medicines administered and accidents that have occurred. A written sick children policy and permission from parents to seek emergency medical advice and treatment further supports this to ensure children's health and welfare is successfully promoted.

Children have a good introduction to a healthy lifestyle. They are provided with healthy choices at snack time, such as banana, pear, cheese and apple. The childminder works with parents to ensure nutritious options are provided in lunch boxes. This means children are provided with consistent messages about healthy foods. Children's physical development is promoted well. Regardless of the weather, they have opportunities to become physically active, jump in puddles and enjoy regular walks to local places of interest.

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

The provision is good.

Children's safety is promoted well. The childminder has taken positive steps to enable children to explore safely and freely in her home. For example, security of the premises ensures children cannot leave unsupervised, a stair gate restricts access to the first floor and hazardous substances are inaccessible to children. All the necessary furniture, equipment and play provision is in place to support the care and learning needs of children under the age of eight. They present in a good state of repair and are checked regularly to monitor their ongoing suitability.

Children learn safe practices to enable them to start making positive choices in their play that promote their own safety. For example, on local walks they learn how to cross the road safely and are reminded to look both ways before stepping off the pavement. At snack times, they learn how to use knives appropriately to cut up their fruit. A three-year-old recognises the need to put his knife on his plate after he has cut up his pear and banana. A clear written policy is in place for the evacuation of the premises in an emergency situation. However, this has not yet been practised with all children to raise their awareness of appropriate procedures to follow.

The childminder is clear on child protection issues and the procedures to follow should she have a concern about a child in her care. This keeps children safe from harm.

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

The provision is good.

Children have high levels of confidence and self-esteem. Regular daily routines and positive interaction from the childminder provides them with a sense of security. Children are encouraged to make independent choices throughout the day with regards to the activities they become involved in and what they want to eat at snack time. A dedicated playroom provides children with access to a good range of play provision that enables them to make free and independent choices in their play.

Children have developed good relationships with the childminder. She supports them well in their choices, giving them lots of praise, encouragement and recognition for any achievements made. For example, a three-year-old manages to put his boots and coat on ready for a walk. "I'm Mr Clever" he announces with pride.

The childminder shows a good awareness and understanding of the children's individual needs and promotes them well. She plans her day to provide children with access to a suitable range of activities that will progress their development and stimulate and support their interests. For example, a three-year-old is fascinated with trains. To encourage him to access a varied curriculum he is encouraged to experiment using trains to explore the effects the wheels make in paint and when playing with play dough, where he makes a 'train bridge'. This enables him to explore and experience other activities securely. A toddler cares for her baby. She rocks her to sleep, comforts her and gives her a bottle. She enjoys story time, where she sits on the childminder's lap, points to the pictures and becomes totally engrossed.

The childminder uses the Birth to three matters framework and early learning goals well to plan ahead to support children's development and provide an interesting range of activities. Her planning identifies appropriate learning intentions to identify where the children are at and what she aims to achieve. These are linked to themes, such as seasons and celebrations to provide focus. For example, the children collect conkers, leaves and twigs for the autumn tree they are currently creating. They explore and discuss what they find and show interest in the different leaves and the effects of the rain. A three-year-old splashes in a shallow puddle. "This one doesn't work" he states. The childminder records children's development to show the progress they are making and enable her to plan ahead.

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

The provision is good.

Children's individual needs are met well. This is achieved through the positive partnerships the childminder has developed with parents. Parents are provided with a copy of the childminder's written policies and procedures. She has obtained all the necessary written consents and documentation from parents. Daily discussions about the children's care and learning needs are supported by a daily diary. These effective systems ensure both parties are well informed, that parents are reassured of the quality of care they can expect and that children are provided with continuity of care to support their well-being. Documentation and a clear written policy is in place to enable the childminder to manage any complaints from parents, should they arise in line with current regulations.

Children are appropriately introduced to their local environment through regular walks, visits to the library and places of interest. They learn about the wider world in which they live through listening to music from around the world, access to play provision and planned themes, such as Diwali and Chinese New Year. This provides them with positive images of diversity. The childminder is clear on procedures to follow when caring for children with special educational needs to support their progress and work with parents.

Children are well behaved. They are fully occupied and stimulated throughout the day and receive positive instructions and clear explanations about what is expected of them and why. A written policy is shared with parents to promote consistency.

### **Organisation**

The organisation is good.

Children are provided with a warm, welcoming and homely environment. The childminder uses the rooms in her home well to support children's care, learning and play needs. There is plenty of good clear space to enable children to explore and play freely. She organises her day to ensure children experience a wide range of activities. Positive levels of supervision and interaction promote children's health and most areas of their safety. The childminder attends regular training to update her childcare knowledge and skills and keep up-to-date with childcare practices.

All the necessary documentation and paperwork is in place to support the childminder in her role. It is stored confidentially and reviewed and updated regularly. The childminder has developed written policies and procedures to reflect the quality of care and good practice provided. The childminder meets the needs of the range of children for whom she 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):

- practice emergency evacuation procedures with all children to further promote their safety whilst in the home.

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](http://www.ofsted.gov.uk)