



Inspection report for early years provision

<b>Unique Reference Number</b>	102346
<b>Inspection date</b>	27 November 2006
<b>Inspector</b>	Brenda Joan Flewitt
<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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The childminder was registered in 1993. She lives with her husband and two of their children aged 14 and 12 years, in the village of Tregrehan, near St Austell, Cornwall. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The family have two cats and a rabbit, to which the children have supervised access.

The childminder is registered to provide care for a maximum of six children at any one time. She is currently minding four children under the age of five each day, on a part time basis.

The childminder is a member of the National Childminding Association and a local childminding group.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is inadequate.

Children's health is compromised as the childminder does not always request prior written parental permission to administer medicines. Parents do not sign to acknowledge the record of medicines given. There is no parental consent for seeking medical advice or treatment in an emergency.

Children are cared for in a clean and tidy family home. Children play in a hygienic environment and are protected from the spread of infection through the childminder's procedures. These include regular cleaning routines and making parents aware that children must not attend if they have an infectious illness. However, children do not always wash their hands before eating.

Children's healthy life style is promoted well. They have constant access to drinks which means they drink whenever they are thirsty. The childminder makes sure that their individual cups are readily available and replenished as required. They make choices from nutritious snacks which include a selection of fruit, bread sticks and crackers. They develop independence in practical skills at meal times. For example, a toddler learns to spoon macaroni as she copies the childminder, a two-year-old manages his independently. Children are involved in a variety of activities that give them opportunities for fresh air and exercise. They go for a walk on a daily basis, often to the local play park where they practise using equipment that develops large muscle skills such as swings, slides and climbing frames.

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

The provision is satisfactory.

Children play in safe and well maintained premises where most hazards and risks are identified and minimised. The childminder puts measures in place to help prevent accidents such as socket covers, safe low-level glass and the safe storage of hazardous substances. Young children cannot easily leave the building unsupervised, however they are not protected from uninvited visitors because the back door is usually unlocked.

Children move around in safety as the childminder organises her home appropriately. For example, children only use the lounge area when accompanied by the childminder, and she does not leave young children alone to access the stairs. Children use a range of equipment to keep them safe while travelling, eating and sleeping. This includes a buggy with harnesses, appropriate car seats and low-level furniture. They play with toys and resources that are kept in good condition.

Children learn about their own safety when they are on outings. From an early age, they are involved in looking for traffic when they cross roads and are made aware of their environment and boundaries to help them stay safe. For instance, the childminder reminds children not to go close to swings when they play in the park. Although the childminder has thought through an emergency escape plan, the children do not learn what is expected if they must leave the

home in an emergency as they are not involved in practising the procedure. Therefore, their safety is not fully promoted in a real situation.

The childminder's satisfactory knowledge of how to recognise signs and symptoms of abuse helps to protect children's welfare, however she is not clear about the procedures to follow in the event of a concern.

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

The provision is good.

Children are happy, settled and secure. The childminder has a working knowledge of how children learn through play, which means they are involved in a good range of activities that help them learn in all areas of development. These include construction, books, small world toys, role play, art and craft, dough, music and puzzles. Children often enjoy experimenting with sounds as they use real musical instruments in the music room. For example, toddlers like to play different notes on a glockenspiel, beat a rhythm on different types of drums, and shake shakers to make a softer sound.

They make choices from a range of appropriate play provision which is arranged so that they can select for themselves according to their age and stage of development. The childminder rotates the toys available in a day, to ensure that the children stay interested. For example, a toddler selects trains from a storage box on the floor to run along the track, another young child chooses a book from the low shelf to share with the childminder. They both enjoy a shared game of rolling cars down a zigzag track, taking turns to put their car on the track.

Children enjoy positive interaction from the childminder as she supports their activities, which helps them learn and understand. She talks with them about what they are doing, using language about numbers and colours as she joins in their play.

Children's days include a variety of outings where they meet other people, use different play equipment and explore their local environment. They go for daily walks through the village where they often see animals, ducks on the pond, and stop to talk to people. They sometimes visit the childminding group where they mix with a larger group of children and adults in a safe environment. This all helps children develop a positive attitude to the world around them.

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

The provision is satisfactory.

Children are respected as individuals. The childminder gets to know each child's needs through continuous communication with parents and through the positive support she offers as they play. From an early age, they start to develop a positive awareness of people's differences from the good example set by the childminder and as they meet a range of people.

Children behave well. Babies and toddlers learn to share and take turns as they play, they begin to know that good manners are expected because they hear the childminder remind them about saying please and thank you. Children are offered explanations for requests so that they

understand what is expected. They receive praise and encouragement for effort and achievement which helps build their self-esteem.

Children benefit from the childminder's regular communication with parents. Parents receive most information about the setting verbally. Contracts are completed and signed by parents. However, not all the permissions are in place to promote children's health and there is no clear information for parents about how complaints are managed. The childminder offers daily opportunities to exchange information, which contributes towards meeting most individual needs and ensures that additional requirements are addressed.

### **Organisation**

The organisation is inadequate.

The childminder has no clear system for managing complaints. She was unaware of the regulation requiring her to keep a record of complaints suitable for parents to see. Although parents see the registration certificate before agreeing the arrangements, the childminder does not display the certificate as required.

Some of the required records are in place and completed appropriately, however the system for recording medicines given to children does not always include prior written consent, and clear details about the medication, from parents. The childminder completes contracts to form an agreement between herself and parents, but she does not request written permission to seek emergency medical treatment at the beginning of the arrangement. She does not always have the emergency contact numbers readily accessible when out of the home. The childminder does not meet the needs of the range of children for whom she provides.

The satisfactory organisation of the premises, resources and structure of the day means that children play and learn in a generally safe environment, eat and rest as individual needs require and enjoy activities outside the home. However, the security system is not fully effective and the emergency escape plan is not practised involving the children.

Children benefit from the childminder attending training to increase her knowledge in some areas of childcare, however she has limited knowledge of the up-to-date procedures to follow with concerns in safeguarding children.

### **Improvements since the last inspection**

The last inspection recommended that details are recorded of all persons living in the home, and that there is clear information obtained with reference to the collection of children by persons other than the parent.

The childminder keeps appropriate records to maintain children's safety, including collection arrangements which are recorded on the contracts, and details of household members.

### **Complaints since the last inspection**

Since 1 April 2004 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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- obtain written permission from parents before administering medicines, and to seek medical advice or treatment in an emergency
- develop knowledge of the legal requirements in dealing with complaints from parents.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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)