



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY321576
<b>Inspection date</b>	14 December 2006
<b>Inspector</b>	Glenda Kathleen Field

<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 March 2006. She lives with her partner and two children aged eight, and five in Carlton Colville near Lowestoft in Suffolk. The whole of the ground floor and upstairs bathroom of the house are used for childminding and there is a fully enclosed garden for outside play. One rabbit is kept as a pet. The childminder is registered to care for a maximum of four children at any one time and is currently caring for two children on a part-time basis. The childminder walks to local schools to take and collect children. Outings are made to the local parent and toddler group, library, shops and park.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is effectively promoted as the childminder seeks clear information from parents regarding their children's individual health care needs and ensures that necessary written consents are in place. The childminder has attended first aid and food hygiene training to ensure she is aware of the correct procedures to follow to maintain children's good health and prevent the spread of infection. Children are protected from the spread of illness as the childminder has a clear policy, which is shared with parents, about the exclusion of children if they are ill.

Children are learning about the importance of good health and hygiene practices. For example, they are aware of the need to wash their hands before eating and after going to the toilet. Children are encouraged to be independent when using the toilet and use individual hand towels to reduce the risk of cross-infection.

Children's individual dietary requirements are well understood and catered for as the childminder obtains detailed information from parents on their children's registration forms. The childminder is flexible with meal arrangements, children are able to bring packed lunches from home, which are stored in the fridge if they contain perishable items, or the childminder provides food dependent on the wishes of parents. Meals and snacks feature fresh fruit and vegetables. The menus, which are made available to parents, are adapted to take account of children's individual dietary needs and preferences.

Children enjoy a good range of physical play experiences that contribute to a healthy lifestyle. Free access to the rear garden and regular walks to the local parks, library and shops provide them with plenty of fresh air and access to a range of equipment offering appropriate challenge. Children develop control of their bodies while using the wheeled toys, mini- trampoline and see-saw or using the climbing equipment at the park. They develop their manipulative skills using a range of equipment, such as mark-making tools and construction kits.

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

The provision is good.

Children are cared for in a safe and secure indoor and outdoor environment where they can move around freely and independently. The well-maintained house provides a warm and welcoming environment for children and their parents. The rooms are bright and light and set up for play with toys and resources organised effectively to enable children to choose activities that interest and motivate them.

The childminder has a clear understanding of how to keep children safe and she has taken steps to reduce risks. For example, safety gates are used effectively to prevent children having access to the stairs, household cleaning items and medication are stored in locked cupboards and there is a fixed fire guard in place at the lounge fire. Children are learning to keep themselves safe by the childminder reinforcing road safety when on outings and discussion on fire safety

when the evacuation procedure is practised. The childminder has sound procedures in place when taking children on outings, an outings pack is taken which contains first aid items and children's emergency contact details.

Children have access to an extensive range of high quality toys and equipment which meet safety standards. All equipment is checked regularly and replaced as necessary. The childminder monitors and supervises children's play to ensure they are safe and that toys are used appropriately. Children's welfare is safeguarded and promoted because the childminder has attended training and is aware of the correct procedures to follow if she has a concern. Most of the necessary documentation, to enable the childminder to effectively carry out her responsibilities concerning children's welfare, is in place, however, she does not hold a copy of the publication 'What To Do If You're Worried A Child Is Being Abused'.

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

The provision is good.

Children are eager to attend and relish their time in this child-centred environment which puts them first. They confidently make themselves at home because they are familiar with the daily routine, extremely secure in their relationships with the childminder and this contributes greatly to a strong sense of belonging and security. Children are rapidly becoming independent as they help to tidy the toys, use the toilet facilities, and respond to simple requests of help by the childminder, who constantly praises and acknowledges their achievements.

Children of all ages thrive on the wide range and good quality of play resources provided. Care is taken by the childminder to ensure all resources are appropriate to each child's stage of development and accessible, so that they take a dynamic part in steering their own learning experiences. Through thoughtful planning and skilled questioning, children are making swift progress in their play and learning. Activities are balanced to include active play and time to rest. Children enjoy being close and interacting with the childminder through sharing books and singing songs.

The childminder reflects aspects of the 'Birth to three matters' framework in her practice for this age group.

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

The provision is good.

Children develop a strong sense of belonging as the childminder ensures they are all valued and included, this enables them to develop high levels of confidence and self-esteem. Children have excellent relationships with the childminder who responds sensitively to them and respects their individuality. Children have access to toys and equipment that meet their individual needs and they make positive choices about how they spend their time.

Children have many opportunities to learn about their local environment while on walks or outings to local amenities, such as walks to the park and visits to the local shops, library and parent and toddler groups. Through a range of topics and resources children learn about

themselves and the differences in others, both within their own culture and that of the wider world. However, resources that reflect diversity are limited.

Children's behaviour is of a consistently high standard and they respond extremely well to the childminder's highly effective, clear and consistent strategies to manage their behaviour. Clear explanations and age-appropriate reasoning why behaviour is unacceptable provides children with firm foundations to build on their understanding of right and wrong. Children are spoken to in a consistently positive and sensitive manner, and thrive on the praise and encouragement given by the childminder.

An extremely effective partnership with parents ensures all work together to meet each child's needs and ensure their protection. Parents are provided with high quality information about the care offered. All the required documentation and written consents are in place to ensure children are looked after according to their parents' wishes. A comprehensive collection of written policies and procedures is shared with parents and information is shared verbally each day to ensure children's changing needs are met.

### **Organisation**

The organisation is good.

The childminder organises her home to provide a welcoming and stimulating environment in which children take part in a range of activities to support their care, learning and play. Children are happy and enjoy their time with the childminder. They benefit from regular routines which help them feel confident and secure. The childminder follows sound procedures to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Space and resources within the home and garden are well-organised to provide a good balance of activities for all the children attending.

Children's well-being is promoted by the organised records and policies, which are shared with parents. Documentation is maintained to ensure children are cared for according to their parents' wishes. Overall children's needs are met.

### **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):

- increase resources that promote a positive view of diversity
- obtain a copy of the publication 'What To Do If You're Worried A Child Is Being Abused'.

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)