



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY264600
<b>Inspection date</b>	18 December 2006
<b>Inspector</b>	Jennifer Turner
<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 was registered in 2003. She lives with her husband and one child aged three years in Solihull. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children under five all day and a number of children over five before and after school. The childminder drives to local schools to take and collect children. The childminder attends the local parent/toddler and childminder groups. The family has two pet dogs.

The childminder supports children with special educational needs. She is a member of an approved childminding network, a support worker for new childminders and is also a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children thrive because the childminder has thorough procedures and documents are in place to ensure that children's individual needs are very well met. She follows highly effective environmental health and hygiene procedures, meeting the children's physical, nutritional and health needs and allowing them to flourish in her care. Children learn about the importance of being healthy through the childminder's skilful support and guidance and through well-established daily routines. Children gain an excellent understanding of hygiene and a real desire to become increasingly independent in their personal care. They are encouraged in their self-care skills and know they need to wash their hands after using the toilet and before eating. The childminder reduces the risk of cross-infection by ensuring that children are provided with paper towels and that disposable gloves are worn during nappy changing routines. She has a clear and detailed policy regarding the care of sick children which she strictly enforces for the health, well-being and safety of the children. These hygiene practices are incorporated within the children's daily routine and impact positively on their health and well-being.

Physical activity is highly regarded and children are able to develop an impressive control over their bodies because the childminder effectively organises stimulating daily indoor and outdoor activities. Children enjoy daily walks to and from school, visits to local parks and farms. They visit groups on a regular basis and enjoy their time at the adventure play centre which aids to promote their large muscle development. Children enjoy playing in the garden where they go bug hunting, riding bikes or playing ball games. This helps children develop positive attitudes to exercise and promotes their health and well-being whilst improving their physical competence. Children are able to rest and play according to their own needs.

Children are well nourished and kept hydrated and are aware of their own needs, for example, when they need something to drink they know they can access the jug of water or juice independently. They are becoming aware of good nutrition as the childminder discusses healthy eating and selects healthy options with them. Their meals are planned in advance and visits to the local green groceries provides children with opportunities to talk about fruit and vegetables that are healthy. They enjoy eating cucumbers, carrots and raspberries with their lunch. The childminder has clear information on children's dietary requirements and works with the parents to ensure that these requirements are met.

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

The provision is outstanding.

Children's awareness of safety is very well fostered both around the home and on outings because they wear wrist bands with the childminders contact number. The childminder ensures all areas of the premises are safe by thorough risk assessment, being vigilant and supervising the children well. High priority is given to helping children understand how to keep themselves safe and maintain safety inside and outside the home. She discusses all aspects of road safety with the children as they walk to and from school by stressing the importance of watching, looking and listening. The childminder gives very good consideration to fire safety and

emergency evacuation which the children practise regularly and has written procedures displayed. Children are fully involved in discussions about the various fire exits and know the procedure to follow in an emergency.

All children have access to a superb play room and a wide range of good quality toys and resources, which are suitable for their ages and stages of development. Resources have been carefully chosen to support children's play and are regularly checked for hygiene and safety. Toys are made easily accessible and at the children's level so they can independently select resources.

Children are very well protected from possible harm or neglect because the childminder is knowledgeable about child protection. She has completed a child protection course and gives utmost priority to safeguarding all children's welfare. The childminder is careful to restrict other people's access to her home and to children whilst she is childminding. She has written policies and documents in place such as a lost and uncollected child policy to ensure the children's welfare is safeguarded and promoted.

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

The provision is outstanding.

Children enjoy their time with the childminder and have established very warm and affectionate relationships with her. Children settle extremely well at the childminder's house, they are confident, make themselves at home and show increased independence as they select what they want to play with.

The childminder has an exceptional understanding of child development and plans an excellent range of activities for all children to take part in. She has a very good understanding of how children learn and uses the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage to plan an exciting range of activities to enhance children's development and helps them acquire new knowledge and skills. Children benefit from socialising with others at local toddler groups and enjoy activities which contribute to their creativity and imagination. This is evident from the range of art work which is effectively displayed in the play room. Children enjoy exploring the local environment; they visit local parks, the library and local farms.

Children display high levels of confidence in their daily activities and are developing very good independence skills. They enjoy playing with the childminder and become very absorbed in their activities such as cutting out and designing star shapes to hang on their Christmas trees. Children's early communication skills are extremely well supported through high quality interaction with the childminder as she discusses the activities and talks about what they are doing. "That's good cutting" she tells a child concentrating as she cuts silver card into triangles to form a star. Children's understanding of shape, number and colour are naturally encouraged by the childminder during activities as they talk about how the metallic paints changed colour as they merge into each other. Their interest in the natural world and their surroundings is fostered during discussions and on walks and outings to places such as Hatton country park, sea life centre and the safari park.

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

The provision is good.

Children's welfare and development is promoted because children are welcomed, respected as individuals and are treated with equal concern. Children's individual care needs are recorded following a discussion with parents and they are effectively met by the childminder. Children learn about diversity through activities such as eating noodles during Chinese New Year, making diva candles, discussions and the use of toys and books which reflect most areas of equality, although positive images of disability is limited. The childminder is sensitive towards inclusion and recognises the importance of continuing discussions with parents to ensure all children's needs are met.

Children's behaviour is good and their sense of right and wrong is developed through the childminder's understanding of behaviour management. She is a positive role model and talks to the children in a calm manner, she is friendly and courteous. Good behaviour is valued and rewarded with lots of praise and encouragement, and good consideration has been given to setting boundaries, setting a good example, and getting on well with each other.

Partnership with parents and carers is good and contributes significantly to children's well-being in this setting. The childminder has an excellent system in place to inform parents about the children's activities and work as daily diaries and albums are shared with them. Each parent has sufficient time to discuss their child's progress on a daily basis. A notice-board, newsletter and information displayed around the play room provides excellent information and allows the parents to become actively involved in their children's development.

## **Organisation**

The organisation is good.

Children's care is enhanced by the childminder's effective organisation of time, space and resources. Consistent routines and effective support ensure children feel a sense of belonging and part of the family. This means that children are confident to initiate and extend their own play and learning. The childminder has a high regard for the well-being of all children.

The childminder continues to extend her knowledge and skills by attending training. She is up to date with current issues and good practice in early years care and learning. She regularly attends local childminding network training sessions and meetings, incorporating new ideas, procedures and resources into her provision to further enrich children's play and learning.

Children benefit from the childminder's sound and secure knowledge of child development and of her legal duties. All required documentation is in place and regularly reviewed, policies and procedures are shared with parents, which means they clearly know about the provision and the care their child receives. Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Overall children's needs are met.

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

The childminder has addressed the recommendation made at the previous inspection by providing appropriate areas for young children to sleep. She has purchased a travel cot and a child sized sofa bed to ensure the well-being of children is not compromised.

### **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 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):

- ensure that all children have access to an appropriate range of activities and resources which promote equality of opportunity and anti-discriminatory practice with particular reference to disability.

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)