



Inspection report for early years provision

Unique Reference Number	EY336158
Inspection date	01 March 2007
Inspector	Jill Lee
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 was registered in 2006. She lives in Sheffield with her husband and two children, aged two years and nearly six years.

The downstairs of the childminder's house is mainly used for childminding, although children do have access to the bathroom and bedrooms on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time. She is currently caring for three children, two of whom are aged over eight years. She is undertaking the National Vocational Qualification in Childcare and Early Years, level 2, and is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy some activity in the fresh air most days. The childminder encourages daily physical exercise, walking with the children to and from school. Children use a range of large play equipment when they visit the local toddler group or go to the park, where they also love playing games of football. They enjoy riding around in the garden on the bikes and tractor and playing at Frisbee. They sometimes make an obstacle course indoors and enjoy music and movement sessions. The childminder plans suitable activities to develop their abilities and encourages them to try out new skills.

The childminder clearly understands health and hygiene guidelines and parents are informed that sick children cannot be cared for, so that children are protected from infection. Children's understanding of the importance of good hygiene is promoted in their everyday routines, for example, they know why they must have clean hands before they eat or prepare food. Arrangements for first aid and administering medication are well considered and protect children effectively. The childminder has clear written agreements with parents regarding possible occasional administration of medication and written consent to seek any necessary emergency medical advice or treatment is obtained.

The childminder finds out about children's individual dietary needs. She provides healthy meals, including plenty of salads and vegetables and children are offered a range of nutritious snacks. They can select fruit from the fruit bowl as they wish. The childminder actively promotes healthy eating; for example, she talks with children about the importance of 'five a day' and strongly discourages too many sweet foods. She provides sugar free drinks or water and children are always able to get themselves a drink from the fridge independently. They enjoy making fruit smoothies.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and child-friendly home, where the childminder organises space and resources well to reduce potential hazards. She assesses risks effectively to promote children's safety, for example, she has identified that part of the garden fence needs replacing to increase security. She places high priority on safe supervision, while actively encouraging children's independence. For example, she watches closely as older children stir the melting chocolate in a bain-marie to make buns. She carefully considers the age range present when planning different activities. Children use a range of good quality toys and equipment, which meet safety standards, helping them to enjoy a wide variety of experiences safely.

Children use the whole environment freely and older children can visit the toilet independently. Their awareness of risk and safety is raised in everyday activities. They learn to stay beside the childminder when they are out walking and to stop at the kerb when crossing the road together; she talks with children all the time about the dangers of busy roads. They know they must always cross with the 'crossing lady'. Their risk of accidents is minimised by consistently

reinforced safety rules. For example, they know they must always ask the childminder if they want to go upstairs. The childminder has satisfactory, written plans for safe evacuation in an emergency but has not fully taken account of times when children are sleeping or playing upstairs. She has not practised the plan with children.

The childminder has a sound understanding of her responsibilities within child protection procedures. She shares her responsibilities with regard to child protection issues with parents. She clearly explains the requirement to keep a record of all accidents, incidents and existing injuries but is not sufficiently clear regarding when records should be countersigned by parents. She has identified that further training would be valuable to increase her confidence in her role. She talks with children about ways to keep themselves safe and shares concerns with parents, ensuring that the welfare of children in her care is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy interesting activities using a wide range of resources, which support their development. They develop confidence as the childminder talks with them and is interested in what they do. She finds out what they enjoy and plans experiences based on their interests. She encourages children to be fully involved in sharing their ideas for activities. Resources are mostly stored so that children can access them independently. Some games are stored upstairs and outdoor toys from the garage have to be requested, as the garage is 'out of bounds' to children. The childminder plans opportunity for exploratory play activities, like painting, crafts and play dough and children can access the creative resources freely. They love baking and enjoy an activity making chocolate 'krispie' buns. They enjoy planned activities like salt dough modelling, making Easter baskets, planning an Easter egg hunt and making stained glass pictures. The childminder is planning to attend the 'Birth to three matters' framework training to help her enhance the play experiences of younger children.

Children are engrossed in activities that interest them, like building steep car tracks to make the cars travel very fast. They love drawing 'story' pictures, to show what they like doing, like skateboarding. Their language skills develop well, as they ask questions and describe what they are doing. They enjoy nature walks, collecting natural resources to make pictures. Children love reading stories and are able to choose from a good range of books. The older children are allowed to use the computer after school and enjoy playing board games. Everyone enjoys 'cinema night' on Fridays, when they watch videos and eat popcorn, which they have 'popped' themselves.

Children develop good self-esteem. They are happy and settled in the childminder's care. Their behaviour is very good and is sensitively supported by the childminder. They begin to understand right and wrong, as they learn to share toys, take turns and think about others.

Helping children make a positive contribution

The provision is satisfactory.

Children's relationships with the childminder are warm and trusting. Daily routines are relaxed and child-led. Children are able to access most resources independently and plan their own play, contributing ideas and making their own suggestions about activities they would like to do. They make their own decisions and confidently let the childminder know what they are going to do next. She responds very supportively to their plans.

Children learn to share and cooperate as they play. They are helped to feel good about themselves, as the childminder praises them and gives lots of warm encouragement. This reinforces caring behaviour, so that children learn to be kind and helpful to each other. They know that they must be gentle with and help the younger children. They learn to say sorry if they have upset someone. The childminder carefully plans activities, so that all children can take part and be involved. The children help to keep the play area tidy, by putting toys away when they have finished with them. They are involved in everyday routines, like setting the table for tea and older children help to wash the dishes.

Children's awareness of their local community is raised well by regular outings. Children go to the local shops, visit the park and enjoy the local nature trails. They borrow new books each week from the library bus. The childminder has limited resources which reflect other cultures and abilities. She is aware of the need to extend these and plan more activities to raise children's awareness of and promote conversations about difference and diversity.

The childminder is developing a close partnership with parents. She talks with parents about her childcare practice and has developed an information folder outlining her qualifications and giving details of her policies. The childminder actively encourages parents to share any concerns. She has a written complaints policy, although this does not include details of the regulator and the Ofsted poster for parents is not displayed. The childminder is aware of current guidance about dealing with complaints and the requirements to keep a record.

Organisation

The organisation is good.

The childminder has established an organised approach to her childminding role. Children's individual needs are supported by flexible and child-led planning. They are cared for within a well-organised and safe environment. She plans access to appropriate training and development opportunities, which help her to plan enjoyable experiences for children. She is continuing her own professional childcare development and evaluates her own practice effectively.

Children's welfare is effectively safeguarded by the childminder's clear understanding and implementation of all required policies and most procedures. She understands requirements with regard to reaching agreements with parents, so that their wishes are clearly understood. The childminder shares information daily with parents about children's activities and care needs, enabling consistency of care. The registration certificate is displayed for parents. She has developed a range of written policies to support her professional practice.

Overall, the provision meets the needs of the range of the children for whom it 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):

- reconsider the plan for safe evacuation, to take account of times when children are using the first floor, and practise the plan with children
- further develop awareness of child protection responsibilities and ensure incident records are countersigned by parents, where appropriate
- extend the range of resources to raise awareness and prompt activities and discussions with children about difference and diversity.

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