

Inspection report for early years provision

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<b>Unique Reference Number</b>	402433
<b>Inspection date</b>	26 March 2007
<b>Inspector</b>	Rachel Ruth Britten

<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 1999. She lives with her husband and three children, aged 18, 15, and eight in a house on the road into Crewe from Nantwich. There are currently six children on roll. The whole of the ground floor is available for childminding and there are large front and rear gardens which are used for outside play only when the childminder is directly supervising. The childminder usually walks to local schools to take and collect children, but uses a car to transport children to other venues, such as toddler groups. The childminder is a qualified teacher.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's physical health is good because the childminder teaches children about healthy lifestyles and preventing cross-infection. Children routinely wash their hands after using the potty or toilet and before eating or cooking activities. The childminder makes sure the potty is nearby and provides a step for the sink. She is vigilant to prompt and assist pre-school children so that they learn to blow their noses and cover their mouths when coughing. Children enjoy

plenty of exercise, both at dance, music and movement sessions they are taken to, and by regular walks to the school, parks and farms. Some children are taken swimming too. The childminder tries not to rely on the buggy too much for pre-school children and makes sure that they also spend as much time as possible in the large garden, which has a large patio for all year round use.

The accommodation promotes children's health and emotional well-being because it is sufficiently warm, clean, spacious and welcoming. The childminder has up to date food hygiene and first aid certificates. Play spaces and surfaces are clean, with clean towels and cloths used. Clean bedding, crockery and individual covered drinking cups are always used. The childminder has information and a good working knowledge of childhood illnesses and has obtained written parent consent for any emergency treatment should this be needed. There are parental consents for the use of nappy creams and sun block and the accident and medicine recording systems are accurate and up to date, with parental signatures to acknowledge entries.

Children have a varied, nutritious and balanced diet and learn about healthy eating because the childminder talks about this and encourages children to eat good food. Sweets are never given, but biscuits are sometimes given at toddler groups and children bake cakes. The childminder prepares very healthy snacks of fruit and main meals, such as roast dinners. Water is always available in covered cups as children play and the childminder encourages them to drink regularly.

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

The provision is satisfactory.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. They enjoy free movement in the large lounge and have a good variety of floor and table top play space available to them at all times. All exits are kept locked, but with accessible keys and areas are adequately clean and clear of hazards, so that small children can move about safely and freely. The childminder is committed to safety through thorough supervision, for example, taking pre-school children to the toilet and being outside with all children to make sure that they do not get lost at the top of the garden where there is access to a public footpath. She has working smoke alarms and a fire blanket ready to use. She also practises emergency evacuations from the house approximately termly to ensure that all children are familiar with what to do.

Children use a satisfactory range of suitable and safe equipment and toys because the childminder selects resources using her clear understanding of each child's needs and stage of development. For example, there are train tracks and puzzles to interest the pre-school children in attendance. However, items are stored mainly in boxes or trunks which are not labelled and make it difficult for children to clearly see what there is to choose from. Fire and stair gates are used only when the childminder feels they are required.

Children are kept safe on outings because the childminder is vigilant whether on foot or in a vehicle. She carefully considers how to maintain safety in particular venues she is visiting, for example, by making sure there is one adult with every child when they are swimming or in wide open spaces, such as Telford Town Park. The childminder demonstrates a practical approach to safety outside on the roads, for example, by always parking so that everyone can get out safely onto the pavement side, oldest ones first. Pre-school children know that they must hold hands or the buggy unless they are strapped in the buggy. However, the daily register is not completed on the day of inspection to show children who came before school and the pre-school

children present at the inspection. This jeopardises children's safety if the register is needed to show who is on the premises in an emergency.

Children are well protected from abuse because the childminder has a sufficient understanding of her role in child protection and is confident that she is able to put appropriate procedures into practice when necessary. She knows what to do if an allegation of abuse is made against her and she has undertaken recent child protection training.

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

The provision is good.

Children are very happy and secure and are making positive relationships from a very early age because the childminder actively encourages children to share and cooperate together with the other minded children. She plays on the floor, at the table and outside with them to facilitate this and is highly skilled at keeping pre-school children motivated and interested. They also meet other children and adults in the community as they attend numerous toddler groups and places of interest and are able to enjoy their play in a host of different contexts, from parks, to church halls and child friendly pubs.

Children respond well and show interest in what they do because the childminder is skilled and enthusiastic as she presents a wealth of activity ideas which captivate children's interest. For example, pre-school children excitedly play with the wooden train set and enjoy the extra challenges made by the childminder as she asks them what is going to happen next and seeks their ideas about size, direction and construction of the track. She guides pre-school children to look at the picture they are building and the colours and shapes, to show them how to complete puzzles. Then she builds upon their enthusiasm by praising their success when a piece fits. Children participate in craft, physical, role play, board games and construction within the home and are frequently read to. As children undertake these varied activities, they are improving their small motor coordination and control, their understanding of the world, and their creative and social skills.

The childminder does not take photos or write down key things that children are achieving, so that their development is charted for their parents to see. However, she has looked at the 'Birth to three matters' framework materials and is successful in her efforts to ensure that children learn through the variety of social and play experiences which she enjoys providing. Little television is watched, but plenty of role play activities are used to enhance children's understanding of domestic and family life. For example, children use the toy kitchen range to cook meals and make cups of tea.

Children quickly develop high levels of confidence and self-esteem because they come regularly and because the childminder gives them choices and opportunities to talk, take part and be independent within a clear written routine for each day, with good and bad weather options. She makes learning a fun experience and introduces light-hearted toys, such as a battery operated ferret which chases its ball around the floor, so that children can laugh and relax after concentrating upon completing a puzzle or game. She then talks with them as they eat and helps them to remember and consolidate things they have enjoyed doing as well as planning for this afternoon. This means that children have a good sense of time and know what is happening next.

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

The provision is good.

Children in the setting have developed a very good sense of belonging and feel secure because the childminder fully includes them in all aspects of domestic life and teaches minded children of all ages to care for one another. This is achieved by her kind and proactive approach as she talks, questions and involves the children throughout the day, teaching them good manners and how to look after other people's things. As a result, children ask about who is coming today, miss one another, and sit together and help each other at toddler groups. Children have some opportunities to consider and value diversity. The childminder has an open approach to equal opportunities issues and takes children to places where there are positive images of other cultures and the chance to meet people with disabilities or who come from various cultural backgrounds. However, there are few play resources in the home which present children with positive images of race, gender and disability.

Children receive good support to behave well because the childminder is always calm, vigilant and consistent in her approach. She listens to children, is in tune with their mood and shares in their delight as they clap, laugh and jump about with pleasure at completing their puzzle. She talks to them about what is happening and what their activity choices are and gives them praise and encouragement to persist, complete and succeed. She also knows when children need to have a quieter activity and is always ready to read another story. Documentation supports consistency about behaviour management if necessary because the childminder records on individual sheets any incidents of unwanted behaviour and any injuries which children come with.

Children's needs are met well through a good partnership with parents. The childminder is open and communicative with parents and spends time giving and receiving effective verbal feedback from them. However, the childminder is not creating any records containing written or photographic evidence of children's progress for families to see for themselves. Evidence of parents' impressions are available through references and cards seen by the inspector and these show a high level of satisfaction with the 'capable, loving and trustworthy' childminder. There is also a clear complaints record for parents to see upon request.

## **Organisation**

The organisation is good.

The childminder has a consistently high regard for the well-being of all children and builds upon her knowledge and experience over time. She has attended required training for childminding, including first aid and has also undertaken courses in education through music, movement and learning, child protection, food hygiene and health and safety. She has evaluated the quality of her own provision under the five outcomes for children and is aiming high in her provision of childcare.

The childminder has a clear sense of purpose and direction and uses her time and resources very well to support children's care, learning and play. She manages the daily routine, utilising written activity plans and timetables for the week, so that she knows exactly who is coming and when, and where they are going. This ensures that all children have their individual needs met, are well stimulated and have her attention for the maximum amount of time possible.

Most procedures work well in practice to promote children's health, enjoyment, achievement and ability to make a positive contribution. For example, all necessary parental agreements,

child details and records of accidents, medication and incidents are kept with each child's record or in record books. There are also display files of certificates and useful information which give parents a flavour of the childminder's responsibilities. Menus, activity plans and information about how to contact Ofsted are prominently displayed for parents. However, the policies dealing with subjects, such as, illness, behaviour, child protection, equal opportunities and complaints, are not specific to this childminder's service, which limits their relevance. Overall, the provision meets the needs of the range of the children for whom it provides.

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

There was one recommendation made at the inspection in August 2004. This was to ensure that written parental consents and written records signed by parents accompany every administration of medication. These are now always sought and retained to show that all medications have been given according to parental instructions. This secures children's health and parental partnership.

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

Ofsted received concerns relating to National Standard 6 - Safety. An Ofsted childcare inspector visited the provision on 22 June 2006. An action was raised to ensure that children are never left unsupervised in a vehicle and this is satisfactorily met by the registered provider. The provider remains qualified for registration.

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 the daily register is accurate and up to date, showing arrival and departure times as they occur
- make the resources more accessible and identifiable, so that children can easily see everything that is available to play with and ensure that there are some positive images of disability and various cultures.

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)