



## Inspection report for early years provision

<b>Unique Reference Number</b>	257525
<b>Inspection date</b>	29 January 2007
<b>Inspector</b>	Janet Ashcroft
<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 2001. She lives with her husband and two children, aged 11 years and 16 years, in Kingsbury, Tamworth. The whole of the ground floor is used for childminding and all rooms upstairs, except for the master bedroom. There is a fully enclosed garden available for outside play.

The family has a rabbit, to which minded children have supervised access.

The childminder is registered to care for six children at any one time; she presently has seven children on roll who attend for a variety of sessions.

The childminder is a member of the National Childminding Association. She operates a collection and delivery service to local schools and nurseries and regularly visits local toddler and pre-school groups.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are learning about good hygiene routines through the childminder's good practice, for example, hand washing before eating and after toileting. They are encouraged and supported in developing skills of self-reliance with regard to personal hygiene through the equipment provided by the childminder, for example, liquid soap and individual hand towels.

Children are given frequent opportunities to play outdoors and the childminder makes full use of the garden, where the children are able to freely access a good range of toys and equipment to encourage their physical exercise and enjoyment of the fresh air. Regular visits to the local park, Tumble Tots and the Wacky Warehouse offer children additional opportunities to practise and refine their physical skills.

Children's health is safeguarded through the childminder's policies, procedures and records; these are exceptionally well-maintained and meet all required standards.

Children's nutritional needs are accommodated well; nutritious meals are provided according to individual requirements and fruit and vegetables are served daily.

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

The provision is good.

Children are able to move independently around the setting, which is very clean and well-maintained. Their sense of belonging is fostered by items of individual, personal equipment, for example, all children have their own individual cups.

Children benefit from access to a good range of toys, equipment and furniture, which is kept in an extremely clean and safe condition and which promotes all areas of their development. The childminder encourages and supports the children in selecting their own toys, developing their skills of independence.

The children are actively learning how to keep themselves safe, for example, they participate in well-planned fire evacuation routines and regularly practise road crossing drills. The childminder has taken steps to remove hazards from the setting and most areas are safe, however, the lock on the inside of the toilet door is presently compromising the children's safety.

Children's protection from abuse and neglect is promoted through the childminder's good understanding of signs and symptoms and of reporting procedures. She supplements and updates her knowledge regularly through additional training.

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

The provision is good.

Children are able to engage in an extensive and well-balanced range of activities, which helps them make progress in all areas of development. For example, they are learning about the natural environment during special trips to farms and zoos and also during regular routines such as filling containers with nuts to feed the birds. Their knowledge and understanding of past times is enhanced as they participate in holiday outings to the Black Country Museum and Tamworth Castle.

Children's language and social skills are promoted through the frequent questions asked of them by the childminder, for example, about their choice of activity and family members. She listens carefully to their responses, developing their vocabulary and enhancing their self-confidence.

The childminder has undertaken some 'Birth to three matters' training and is beginning to implement this within her practice. She tells the children often that they are loved and is always ready with cuddles and kisses, acknowledging and affirming their need to be valued. She has developed a close relationship with all the children, fostering their emotional well-being as she encourages them to feel special and important to her.

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

The provision is good.

Children benefit from being cared for as individuals and although the childminder has not cared for children with learning difficulties, through discussion, she was able to demonstrate a proactive and sensitive approach. Children are able to experience a good range of resources and activities to promote their knowledge of the wider world and to develop their understanding of others. For example, cultural festivals are acknowledged with food tasting and creative activities.

Children thrive from a strong consistency of care, which has developed through the effective partnership with parents. Information is exchanged daily and in a variety of ways and parents are always warmly welcomed into the setting.

Children are aware of the goals and boundaries in the setting through frequent, positive and age-appropriate reminders. They show care and concern for one another and are praised often by the childminder for effort and achievement. Older children are encouraged to consider the consequences of their actions and are learning about responsibility as they support the younger children and help the childminder with small tasks.

## **Organisation**

The organisation is good.

The children are able to explore and investigate as a result of the well-organised use of space, which has been planned to enable them to participate in a variety of stimulating activities. Their sense of security is fostered through effective adult support and a familiar daily routine.

Children benefit from the childminder's good organisational skills; records, policies and procedures are well-organised and regularly reviewed, ensuring the children's health, safety and welfare. Their care and education is enhanced through the childminder's programme of continuing professional development, which ensures she is fully aware of recent initiatives and changes in child care practice.

The provision meets the needs of the range of children for whom it provides.

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

At the last inspection, the childminder was asked to ensure children's safety in the rear garden and to request written permission from parents for seeking emergency medical advice or treatment. The rear garden has now been made safe and secure and the required parental permission is in place for all children.

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

Since the last inspection 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):

- take positive steps to promote safety in the setting by ensuring that the lock on the inside of the bathroom door is made safe or inaccessible to children.

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)