

Inspection report for early years provision

Unique Reference Number EY277605
Inspection date 29 May 2007
Inspector Deborah Jane Starr

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 satisfactory. 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 January 2004. She co-minds with her mother, from the family home in Seamills, Bristol. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play. The family have pet tortoises.

The childminder is registered to care for maximum of five children at any one time when working alone and up to eight children when working with her co-minder. She is currently caring for nine children under five years. Children attend on a part-time and full time basis. The childminder takes children to toddler groups, parks and local places of interest.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted. Children follow well-established good hygiene routines; for example, they wash their hands after messy play, before meals and after use of the toilet. Policies and procedures such the exclusion of children when unwell, thorough nappy changing routines and the wiping of children's runny noses prevent the spread of illness and risk of

cross-infection. The childminder holds a valid first aid certificate and provides appropriate care if a child has an accident. Procedures for the administering of medication and recording of accidents are appropriate.

Children benefit from a wide variety of activities that promote their physical health and development. Frequent use of play equipment in the garden and visits to local parks and soft play areas promote a variety of skills. Children develop throwing and batting skills, using bats and balls, balance when riding on trikes and swaying on a see-saw and climbing when negotiating steps in the garden. Regular walks give children plenty of fresh air. Children sleep and rest comfortably according to their needs.

Children's dietary needs are discussed with parents and taken account of. Parents provide their own child's meals. Children's understanding of a balanced diet is promoted through snacks of fruit, bread sticks and occasional biscuits. Cookery activities promote children's understanding further. Drinks are accessible and offered regularly throughout the day.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children move safely around the well-maintained home where hazards are identified, minimised and checked; for instance plug sockets, low glass and smoke detectors. Children play with an extensive range of high quality toys and equipment that are regularly checked, age-appropriate and meets their developmental needs. For instance, extensive checks have been undertaken to ensure car seats comply with current regulations. Children's personal safety is promoted within the home. Children are strapped into booster seats, guided to negotiate steps and practise evacuation procedures. When outside of the home, children are strapped into a buggy, wear reins and wrist straps and are encouraged to develop an understanding of road safety. Children play within close proximity of the childminder when playing in the park and wear tags containing the childminder's contact details.

Policies and procedures and most documentation in place ensures children's welfare is protected, such as the collection of children. However, children's safety is not fully safeguarded as written parental permission to transport children in a vehicle has not been obtained. The childminder's secure understanding of child protection issues and local reporting procedures to be followed protects children from harm. Parents are informed of her responsibilities through discussion.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well settled, happy and confident with the childminder. Interactions between the childminder and children are good and they are at ease with unfamiliar adults. For example, they confidently approach the visiting inspector, show her their choices when making a crown and ask for assistance to remove the backing from sticky foam shapes. Children play co-operatively with each other and chatter happily together for instance, when playing with sand, rocking a see-saw, during imaginative play and when playing with small figures in an action tower.

The childminder does not formally plan activities but observes children, follows their interests and helps develop their thoughts and ideas. For example, children go on a bug hunt in the garden, observe the insects closer by using a magnifying glass and re-create their own butterfly wings using card and a range of colourful and shiny art materials. On the day of the inspection

children spontaneously continue with their fascination of living things. The childminder skilfully uses this opportunity to promote understanding of number, shape recognition and to promote memory and extend language. Children identify circles when looking at a woodlice, count spots on a lady bird and recognise and re-call the name of a cabbage white butterfly.

The childminder's flexible approach to the day allows children time to finish an activity before moving on to another and provides opportunities to participate in a wide variety of activities throughout the week. These include, musical instruments, dancing, singing, looking at books and cookery. Regular trips to the local woods, shops, community farms and trips on the bus to the museum extend children's understanding of their local community and the world around them. Weekly visits to a toddler group and social gatherings with other childminder's extend children's social skills.

Helping children make a positive contribution

The provision is satisfactory.

Flexible settling-in procedures and the use of comforters promotes children's sense of security and well-being. Children's individual needs are identified and met. This is achieved through regular discussions with parents to ensure consistency of approach and to support children's sense of belonging. For instance, the childminder familiarises herself with significant words for children for whom English is an additional language. The childminder has not yet cared for a child with learning difficulties and disabilities; she has however, a positive approach and would discuss each child's individual needs. Children are proud of their achievements, eagerly showing the visiting inspector crowns they have made during creative, messy play. Children participate in a range of craft activities linked to festivals that reflect their cultural backgrounds. For example, St. David's Day, Divali, Ladies Day, St. Patrick's Day and Chinese New Year. Resources such as books, dolls, small world figures and dressing up clothes help children develop an awareness of the diversity of the wider world.

Children's self-esteem and sense of well-being is promoted through the calm, clear, respectful and consistent approach of the childminder. Regular praise and use of age appropriate strategies helps children understand what is expected of them. Children are encouraged to share and to say 'please' and 'thank-you' and they behave well.

Children benefit from the positive relationship between parents and the childminder. Parents are welcomed into the home and are supportive of the childminder. An information folder including written policies and procedures, daily discussion and a daily diary for some children informs parents of most of the childminder's policies and procedures and their child's daily experiences. The childminder has not updated her knowledge and understanding of complaints procedures as introduced in October 2005.

Organisation

The organisation is satisfactory.

Children are at ease within the childminder's home. The lay out of the play areas and use of space gives children the freedom to move independently and safely. Children access and self select toys and resources from regularly rotated storage boxes placed at floor level and a well-organised storage system. A flexible approach to the day ensures children's individual needs for sleep are met. Forward planning ensures minimum disruption to children in the event of a significant event, such as, the forthcoming birth of her own child; by identifying alternative registered carers known to the children.

The childminder has a satisfactory understanding of the National Standards and this is reflected in most aspects of her practise. However she is in breach of regulations within the National Standards as she has not updated her knowledge of changes introduced to complaints procedures in October 2005. Most documentation is relevant and promotes children's well-being. However, a daily record of children's attendance that includes times of arrival and departure is not in place and written parental permission is not obtained at all times where appropriate. Documentation is organised, clearly displayed and maintained confidentially.

The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

At the last inspection the provider was requested to make the following improvements to obtain written permission from parents for seeking emergency medical advice or treatment. This recommendation have been considered and steps taken to improve the provision. Written parental permission in the event of an emergency is now obtained from all parents, consequently children's health is safeguarded.

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 satisfactory. 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):

- obtain written parental permission for children to be transported in a vehicle
- update knowledge and understanding of complaints procedures as introduced in October 2005
- maintain a daily record of attendance that includes the accurate time of arrival and departure.

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