

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY248710     |
| <b>Inspection date</b>         | 31 May 2007  |
| <b>Inspector</b>               | Emma Bright  |
| <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 two children aged one and five in a village close to Bury St Edmunds. All areas of the childminder's bungalow are used for childminding and 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 and is currently minding 12 children under eight, all of whom attend on a part-time basis. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has two cats.

The childminder is a member of the National Childminding Association.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children enjoy lots of good opportunities to take part in regular physical activity and exercise in the garden or on outings to the local park. They thoroughly enjoy playing outdoors, running

around in the sunshine and building sandcastles in the sand tray. Young children play with a good range of resources that develop their small muscular skills, such as shape sorters and cause-and-effect toys. The childminder has developed good routines so that all children can sleep when they need to and this ensures that they are content and well rested.

Children's good health is promoted because the childminder has an effective approach to health and hygiene; she reduces the risk of cross-infection by ensuring that her home is clean and well maintained at all times. Children learn about the importance of staying healthy through the childminder's support and guidance. For example, she reminds young children to wash their hands before eating and explains that they also need to use soap to make their hands clean. Clear procedures and records are in place to ensure that appropriate medical care is given if children are unwell whilst they are in the care of the childminder. For example, all accidents are recorded fully and shared with parents so that they are informed and ensures children's safety and good health.

Children enjoy freshly prepared healthy and nutritious meals, which are well planned to take into consideration their individual dietary requirements. They benefit from the childminder's very good knowledge and understanding of childhood nutrition and their dietary needs are well met. Children enjoy a variety of healthy snacks prepared by the childminder; they readily tuck into grapes and toasted crumpets. Young children feed themselves because the childminder cuts their food into small pieces so they can try new tastes.

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

The provision is good.

Children play in a very safe home where risks are identified and minimised, which means they can move around freely under the childminder's constant supervision. The childminder helps children to learn to keep themselves safe by gently reminding them of any dangers so that they do not harm themselves or others. For example, they discuss that throwing sand is dangerous because it might get into your eyes and this helps young children play together safely. Children's safety in case of fire is priority. For example, smoke alarms are checked regularly to ensure they are in good working order and a fire blanket is provided in the kitchen.

Children's overall welfare is efficiently maintained by rigorous procedures and clear documents that consistently promote their safety. For example, the childminder always carries out a thorough risk assessment before children arrive each day to ensure that all areas and equipment are safe for them to use. Children play with a good range of quality toys and resources, which are appropriate for their age and stage of development. Resources have been carefully chosen to support children's play and are readily accessible to them in low-level boxes and on open shelves in the sitting room. Children's safety and welfare is protected as the childminder has a good understanding of her role in child protection and is aware of the appropriate procedures to put into practice when necessary. This knowledge is underpinned by the childminder's child protection policy which is shared with parents so that they are familiar with her duty to report concerns, and children are kept safe from harm.

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

The provision is good.

Children thoroughly enjoy their time with the childminder and have developed warm and affectionate relationships with her. This contributes to their sense of belonging and gives them confidence and the security to explore their environment. Children benefit from the consistent

daily routines, which help them to settle and feel secure. They enjoy lots of positive interaction with the childminder, who offers them very good support during their activities and this encourages them to develop and extend their skills. For example, young children develop their language skills because the childminder involves them in lots of conversation. She models good language as they attempt to copy sounds and words without discouraging their efforts so that they can use their growing skills confidently.

Children are confident and independent in the childminder's care. They contentedly pursue their own interests because the childminder prepares a good range of stimulating toys and activities before children arrive, which they access easily. Resources are rotated on a regular basis to maintain children's interest and provide variety. All children join in with games together as they excitedly catch 'butterflies' with small nets, jumping and stretching to reach. They develop their imagination in role play, dressing up and caring for their 'babies' as they pretend to be 'mummies and sisters'. Children develop their social skills and make friends with others through attendance at local groups and explore their local environment on their regular walks. The childminder has a very good understanding of child development and of how children learn and uses this knowledge effectively to help them to make good progress.

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

The provision is good.

Children behave well and are beginning to learn what is expected of them because the childminder gives careful explanations in a way that they can understand. With the childminder's support young children are beginning to learn about sharing and taking turns. Children settle readily, making decisions about what they want to play with and help themselves to toys and resources. They play with small world figures and look at a good range of books that present positive images of all members of society, helping them to learn about the world they live in. There are appropriate practices in place to support children with learning difficulties and disabilities.

Children benefit from the positive relationships between the childminder and their parents, which contributes to their care and well-being, ensuring their changing needs continue to be met. All aspects of children's care is discussed and agreed so that parents can be confident that their wishes are respected and their child is appropriately cared for. Parents know about the childminder's practice as very good written and verbal information is regularly shared with them. In addition, the childminder ensures parents know about their child's day because a daily diary is completed which children also enjoy adding to. However, the system of complaints is not clear, which means parents are not informed about this aspect of the childminder's practice. The good settling-in procedures help children to move confidently between home and the childminder's home.

### **Organisation**

The organisation is good.

The organisation of the childminding is effective in promoting positive outcomes for children and contributes to their high levels of independence, which enables them to develop their growing skills in a relaxed and happy atmosphere. The childminder is well informed about the National Standards and demonstrates this through clear and comprehensive policies, which reflect in her practice. This means children are safe and very well cared for. The childminder

has a very good knowledge and understanding of child development; her commitment to further training to develop her practice enables her to provide good quality care for children.

Children benefit from the individual care and attention offered by the childminder; consistent routines and effective support ensure children feel a sense of belonging and are secure. Children's general well-being is promoted by clear, written records; their individual records are organised and easy to access in an emergency. All records are shared with parents so they know what to expect and can be confident their children receive appropriate care. Overall children's needs are met.

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

Not applicable.

### **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):

- improve the complaints procedure and develop the system for the recording of complaints in line with regulations.

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)