

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY100941
<b>Inspection date</b>	06 July 2007
<b>Inspector</b>	Jean Suff
<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 registered in January 2001. She is registered to care for six children under eight years old and currently has four children on roll. The childminder also cares for children over eight. She lives with her husband and their two children, aged nine and eight years, in a three bed-roomed detached property located to the south of Peterborough. The whole of the house is used for childminding with the exception of the main bedroom. Primarily, the ground floor is used for children to play. There is a fully enclosed garden available for outdoor play. The family have a pet dog. The childminder uses nearby facilities such as shops and parks and takes children to the local school. 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's health is promoted as they are cared for in an environment that is clean and orderly. They learn to stay healthy within daily routines such as using wipes for their hands before eating. Positive precautions are in place to help protect children from cross-infection. For

example, the childminder wears disposable gloves during nappy changing and wipes the changing mat with antibacterial spray afterwards. This protects children's good health. Children's well-being is maintained as appropriate measures are taken when they are ill or have an accident. For example, the childminder keeps an up to date first aid box and takes permissions to seek emergency medical treatment with her when they go out. Children's health needs are identified and met as all issues are discussed with parents at an initial meeting and on an ongoing basis.

Children keep healthy because the childminder is well informed as to what constitutes a healthy diet. For example, she provides tuna salad or breadsticks, cheese and yogurt for lunch with fruit as a snack. She works closely with parents who provide a packed lunch and takes account of any allergies or special diets so children's dietary and health needs are met. Babies develop an awareness of healthy eating as they try new tastes and textures on a regular basis. Children have ongoing access to drinks, including water, to ensure they are well hydrated and comfortable.

Children benefit from daily active play and fresh air. For example, they play with toys in the garden, tend tomato plants, walk to school or feed ducks in the park. Children develop good hand to eye coordination as they draw, manipulate instruments or use the computer mouse. The physical health and development of young children is promoted as the childminder encourages them to move, stretch out and explore. Children have opportunities to rest and sleep according to their individual needs.

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

The provision is good.

Children are cared for in a home that is warm and welcoming. They have a variety of safe equipment for play, rest and sleep. Toys are in good condition, regularly checked and cleaned so children can play safely. Children's welfare is safeguarded as the childminder has good knowledge of child protection and required procedures. For example, she has guidance documents and contact details for relevant agencies. Children are kept safe when out of the home as the childminder talks to children about safety issues such as crossing the road safely, takes contact numbers with her when she goes out and has written permission to transport children in the car.

Children are kept safe within the home as the childminder minimises most risks. For example, socket covers are in place and she uses a stair gate at the foot of the stairs. This means children can move around safely, freely and independently. Suitable fire equipment and procedures are in place to protect children. The childminder is aware of safety issues and children are well supervised most of the time. However, on occasions, in order to keep the dog away from children, the childminder shuts the kitchen door between herself and children. This compromises children's safety and they are not fully supervised according to her own procedures.

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

The provision is good.

Children are settled and content in the care of the childminder. They are offered a wide variety of toys and activities that aid all round development. Children benefit from everyday activities as the childminder provides good learning opportunities through daily routines. For example, they watch the builders, shop and use the library. Children tunelessly play musical instruments, engage in quality role play and enjoy listening to stories so are developing language and early reading skills. The childminder is skilful in providing vocabulary to extend children's language development and asking questions that make them think. The childminder uses the 'Birth to

three matters' framework to plan activities for children. She is beginning to use observations of children to aid her provision for children's progress.

Children experience a warm, caring relationship with the childminder who shows an interest in what they do. They are secure with the childminder as she uses voice intonation, expression and physical contact to reassure and support their relationship with her. The childminder is aware of children's individual needs. For example, she realises a child is tired so brings forward lunch to allow for an earlier afternoon nap. The childminder has a growing understanding of child development and the type of activities that help children to learn. For example, she provides role-play materials to aid imaginative development. She encourages social development by taking them to local groups where they will meet children of a similar age. She helps their physical development by regularly taking them to the park where they can run and climb. Children experience a balance of developmentally appropriate activities that promote their enjoyment and learning.

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

The provision is good.

Children are welcomed into the setting and are valued as individuals. Children have access to a varied range of experiences and play materials that help them to learn about the wider world. For example, they share books that show images of children other than themselves. Children learn about their local community as they go on regular outings to the park, local school and shop.

Children are happy in the care of the childminder as they have a sound and secure relationship with her. They are praised and encouraged for their efforts which promotes their confidence and raises self-esteem. Their individual and developmental needs are recognised as the childminder values the importance of inclusion and equality. Children play well together. The childminder recognises the need to work closely with parents when supporting children with learning difficulties and/or disabilities. Children experience good continuity of care as their needs are well documented and the childminder exchanges information with parents daily.

### **Organisation**

The organisation is good.

Children are cared for in a welcoming and organised environment. They receive real warmth from the childminder who takes her childcare business seriously. Routines such as lunch, sleep, fresh air and active play are in place so that children can feel at home. Children are therefore happy and secure. The childminder uses space and resources appropriately to enable children to make choices between active play and relaxation. She maintains high adult to child ratios so as to be able to spend quality time with children. All required documentation is in place to promote children's welfare and care. The childminder produces a range of written policies and statements which contribute to children's good health, development and well-being. She is committed to ongoing training to develop her own practice and keep up to date with current thinking. Overall children's needs are met.

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

At the last inspection the childminder was required to devise an emergency evacuation procedure and to obtain permissions to seek emergency advice or treatment. Both these recommendations have been met therefore children's health and safety are enhanced.

## **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):

- ensure procedures for the supervision of children are consistently applied.

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)