

Inspection report for early years provision

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<b>Unique Reference Number</b>	210474
<b>Inspection date</b>	14 August 2007
<b>Inspector</b>	Michelle Smith

<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 1994. She lives with her husband, adult child and child aged 15 in Tamworth. The whole ground floor of the childminder's house is used for childminding, plus the upstairs bathroom. There is a fully enclosed garden for outside play. The family has a rabbit and a dog.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding 11 children under eight years. The childminder also cares for five children over eight years. All children attend on a part-time basis. The childminder walks to local schools to take and collect children. She organises a local toddler group and attends other groups on a regular basis. She is a member of the National Childminding Association (NCMA).

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children are learning about the benefits of healthy living. They eat nutritional lunches, such as meat with potatoes and vegetables, and enjoy fresh fruit salad. Some children are involved

in the preparation of meals, for example, they go and fetch two apples from the fruit bowl. This helps them to adopt a positive attitude towards food. All children have easy access to drinks so they do not become thirsty. The childminder has achieved a level two award in food safety and catering, so helping to ensure food is properly prepared.

Children learn the importance of appropriate personal hygiene and self-care through the daily routines. When asked, they come into the kitchen to wash their hands before eating meals and gentle reminders are given to prompt them to wash their hands after toileting. All children use individual hand towels to dry their hands, so preventing the spread of infection. The childminder has a written sick child policy which helps to reduce the spread of common illnesses, such as chickenpox. However, she is not fully aware of the procedures relating to notifiable and communicable diseases. This reduces children's well-being overall.

Children walk in all seasons to and from local schools because the childminder believes in the importance of physical exercise and a healthy mind. They go on regular trips and outings to the park where they play in the fresh air and help to take the dog for a walk. Good use of the outside play area and a wealth of outdoor toys, such as swings, bikes and balls, enable children of all ages to play outdoors at the same time. A wide range of activities and resources are available indoors, to develop children's fine manipulative skills.

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

The provision is good.

Children are learning from an early age how to keep themselves safe. The childminder takes great care to explain to them the potential risks of, for example, tools such as knives. When children continue the conversation, the childminder expands on safety issues, such as the risk of cutting herself. This helps to deepen children's understanding of personal safety and to reduce the risk of accidents. Children play safely throughout the day as appropriate safety equipment is in place. When on outings, their safety is further enhanced because the childminder carries a list of all essential contact numbers, a mobile telephone and a portable first aid kit.

Children independently select activities from a good range of stage appropriate toys and equipment. They also play with household resources, such as sleeping bags and chairs. This helps them to express their imaginative ideas as they build dens and giggle under shelters whilst holding a torch. The space is well-organised. Consequently, children have free access to many resources at any one time. This helps them to develop self-confidence as they follow their own ideas.

The childminder has a good knowledge of child protection matters and knows the correct procedures to follow if she has a concern, so children's welfare is safeguarded. She has relevant information to hand, such a flow chart which outlines national child protection procedures. This ensures children's safety is the childminder's first priority.

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

The provision is good.

Children are happy, settled and interested to learn. They choose what they want to do, so encouraging their independence. The childminder extends the children's learning and challenges them to think by asking open-ended questions, such as how colours change as children explore what they can see through various coloured lenses. She supports them well in their play as she shares her time equally, moving between them as they request her guidance. Children become

interested in communication and language. Children over eight years settle with younger children in armchairs to read stories, repeating single words such as 'ball'. Other children learn the meaning of new words such as 'viaduct' as they build a row of bridges.

Children engage in a wide range of activities which promote their overall development very well, such as craft activities, imaginary play and games. The childminder ensures that children have good opportunities to develop social skills by taking them to toddler groups. She successfully encourages children of all ages to work together as a team, for example, suggesting they link a train track together to make the most of the opportunities available. Children respond extremely well and are motivated by the childminder's input.

The childminder implements her knowledge of child development well. She uses weekly plans which cover a particular focus area, such as shapes and nursery rhymes, to ensure children are making good progress in all areas of learning. Children are motivated learners as they are free to explore and experiment with their toys and equipment whilst receiving the full support of the childminder. They play very happily in the lively family atmosphere.

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

The provision is good.

The childminder values and respects each child as an individual. Children's awareness of others is extended as the childminder has a wide range of activities and resources to positively reflect diversity. Children over eight years devise a play incorporating elderly characters. Younger children giggle and listen intently as they watch the performance, so helping children to begin to understand the needs of others in a practical and meaningful way. The childminder has a good understanding of the importance of working in close partnership with parents to meet the needs of all children and has some experience of working with children with learning difficulties and/or disabilities.

Children behave well. The childminder has clear strategies in place to deal with unwanted behaviour and places great emphasis on children being kind to each other. Lots of praise and encouragement is used with the children, so promoting their self-esteem and self-confidence. As a result of the childminder's positive approach towards behaviour management, children work harmoniously together. They discuss the need to tidy away toys and talk happily to their friends about a wide range of subject areas whilst waiting to be served their snack.

The partnership with parents is good. The childminder is very flexible to meet the needs of the children and their parents. There are many written policies in place which parents have easy access to. Parents of new children are invited to view written procedures and to openly discuss care issues with the childminder before their child attends the setting. They are kept well informed about their child's well-being through daily discussions. This ensures children receive consistent care.

### **Organisation**

The organisation is good.

Children receive a good level of support within this homely environment. The childminder is keen to enhance her practice and has attended many training courses which benefit the children. The childminder balances her time well between all of the children, taking care to respond appropriately to all of their needs. She makes every child feel special by valuing their responses and building on conversations they initiate. Children use the downstairs space freely and with

confidence, for example, they make the most of the space in the kitchen to draw around their feet on the floor. Children feel secure because there are suitable procedures in place to protect them from persons who are not vetted.

All the required documentation and consents are in place to ensure children are looked after according to their parents' wishes. The childminder works in a proactive way to ensure all policies are up-to-date with current guidelines, for example, the child protection policy has regard for new local safeguarding procedures. Confidentiality is maintained as each child's paperwork is stored separately. Consequently, parents can access records about their own child without seeing those of other children. The certificate of registration is displayed so parents are aware of the conditions of registration.

Overall children's needs are met.

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

At the last inspection the childminder was asked to include Ofsted's contact details in the information given to parents. Parents now have easy access to Ofsted's contact details, for example, Ofsted's telephone number is contained within the complaints policy. This further safeguards children's welfare.

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

Since 1 April 2004 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):

- develop further knowledge and understanding of the procedures related to notifiable and communicable diseases.

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)