

Inspection report for early years provision

Unique Reference Number	EY346581
Inspection date	25 April 2007
Inspector	Patricia Dawes
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 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 2006. She lives with her husband and one child aged seven in Ettingshall Park, Wolverhampton. The whole ground floor of the childminder's house and upstairs bathroom are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to provide care for a maximum of five children at any one time and is currently minding two children under five on a part-time basis. The childminder walks to local schools to take and collect children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and comfortable home where they learn to follow simple good health and hygiene practices from an early age. The childminder obtains appropriate information from parents about individual children's health care needs, including consent to seek emergency medical advice and treatment, which promotes good health. The childminder is aware of the

procedures to follow if administering medication and recording accidents. An adequately stocked first aid kit is available and the childminder has completed a recognised first aid course. This means she would be able to act appropriately in the event of a medical emergency, which promotes children's well-being and safety.

The childminder follows parents' wishes when providing meals and snacks, these take into account children's individual dietary needs and preferences. Children have free access to drinks to ensure they do not become dehydrated. All children are able to rest or sleep according to their individual routines, a large beanbag is available for younger children and settees for older children.

Children enjoy a range of physical play experiences that contribute to a healthy lifestyle. They have access to a large garden where they have many physical play opportunities. The childminder often takes children for walks around the local park or large woodland areas. They also visit fun play venues. Babies have plenty of space indoors to pull themselves up and move around safely.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment, where they can move around freely and independently under the childminder's close supervision. Children's safety is enhanced and the risk of accidental injury is minimised because the childminder has taken effective steps to reduce possible risks. For example, by erecting additional fencing and a gate, to protect children from the hazards in the top terrace of her garden. Fire safety precautions such as a fire blanket and smoke alarms are in place and the childminder regularly practises the fire evacuation procedure with children. This information is recorded to demonstrate how practice is improved to ensure children are protected.

Children have access to a stimulating range of high quality toys and equipment that meet safety standards. These are stored in the playroom and lounge giving children many different areas to experience learning. The childminder cleans and checks toys and equipment regularly. Resources are stored at child height; this enables children to self-select from the attractive boxes. Children are learning about how to keep themselves safe on outings as the childminder teaches them about road safety and they know to stay close. She is also able to use buggies, reins and appropriate car seats, if necessary, to keep children safe.

Children are well-protected from potential harm as the childminder has a good understanding of her role and responsibilities in safeguarding children. She has recently attended training and is aware of the procedures to follow and who to contact if she has any concerns. As a result, children's welfare is safeguarded effectively.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and well settled in the welcoming environment. They enjoy spending time with the childminder in the relaxed atmosphere. The childminder has a sound knowledge of child development and is seeking to extend her knowledge and practice with younger children by attending the Early Years briefing sessions to enable her to implement the use of the 'Birth to three matters' framework in her childminding service. The childminder gets down to the children's level and joins in with their play, supporting the development of their language and

curiosity with a stimulating range of toys and equipment. This ensures children's learning is consolidated and extended. Each day they go out for walks to school to collect other children which provides good opportunities to develop their social skills.

Younger children's needs are effectively met by the warm and gentle childminder who believes in offering plenty of one to one time. Babies have access to natural resources, which they can use to explore textures, developing their curiosity. The childminder encourages their communication skills by patiently listening and responding to their 'babbling' so they know they are valued.

Children are beginning to develop their confidence as the childminder knows them well and praises their achievements, for example, when fetching their own coat and shoes ready to go to school. Children have access to a large selection of books which is helping them to develop a love of books, they also provide opportunities for them to have quiet times with the childminder. Children confidently ask questions and use their initiative, for example, asking for snacks or independently accessing other areas of the house to select toys.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well. They develop a good sense of belonging because the childminder knows them and their families well. She follows routines and individual preferences, which help children to settle in quickly and feel comfortable which ensures they are all valued and included. As a result, children develop a strong sense of belonging and this helps to promote firm, caring relationships with each other and the childminder.

Although the childminder has no experience of providing care for children having identified special educational needs, she is aware of children's developmental stages. Consequently, she feels able to approach parents if she is concerned about children's progress and obtain appropriate support to ensure that they can make progress. All children have equal access to toys and equipment that meet their individual needs so they can become confident and independent. However, resources reflecting diversity are limited. This has the potential to hinder children's full understanding and knowledge of the wider world.

Children's self-esteem is well supported. They behave and play together; learn to share and take turns and to show care and consideration for each other. This is due to the childminder using simple rules, gentle reminders and through discussions to help children know what is expected from them and ensuring they learn right from wrong. She has a warm rapport with children and offers praise and encouragement throughout their daily routine, which promotes positive behaviour.

Child's individual needs are well-met because the childminder develops positive relationships with parents and works in partnership to meet the individual needs of all children. Good systems in place for sharing information with parents such as access to the childminder's portfolio that contains comprehensive information regarding the service offered. Written agreements with parents are comprehensive and clear. However, the complaints procedure does not contain the correct information to share with parents. Therefore, parents are not fully informed of factors that potentially affect children's well-being.

Organisation

The organisation is good.

The childminder is proficient in her understanding of the National Standards and ensures all household members are vetted and the regulator is informed of any changes in the household. She is enthusiastic about developing her childcare skills and knowledge to enable her to improve the quality of care that she currently offers. This means children are protected in her home

The childminder organises her home to provide a stimulating and child-friendly environment in which children can take part in a range of activities to support their care, learning and play. Space and resources are well organised and children benefit from the individual care and attention given by the childminder.

Children's well-being is positively promoted by the documented information kept. This is well organised to ensure children's details are kept confidential. A register is appropriately maintained, accurately showing children's actual hours of attendance and all the required documentation was available at the time of inspection.

The childminder meets the needs of the range of children for whom it provides

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration, 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

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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):

- expand the selection of resources for children which depict positive images of diversity
- update the information given to parents in the complaints procedure.

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