

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY344116
<b>Inspection date</b>	18 May 2007
<b>Inspector</b>	Rachel Ruth Britten

<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 satisfactory. 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 2006. She lives with her son aged 11 years in a residential area of Sandbach. At the time of inspection there is one child on her roll. The whole of the ground floor of the childminder's house is used for childminding, along with the upstairs bathroom. There is a fully enclosed rear garden for outside play. The childminder walks or has use of a car to take and collect children from local schools and pre-schools. She also attends local toddler groups, visits local parks and farms and visits friends who have children for the child minded ones to play with.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children's physical health is generally good because the childminder teaches children about personal hygiene and preventing cross-infection. Children and the childminder routinely wash their hands before meals, snacks or cooking and the childminder talks to all children in an age appropriate way about how they can look after their health with exercise, fresh air, good food and careful personal hygiene procedures. The accommodation adequately promotes children's

health and emotional well-being because it is warm, clean and welcoming. Children know where things are and where to put their coats and shoes. The childminder provides security and a varied activity routine, including plenty of walking, outdoor activity, craft and role play. She is well organised and very attentive, giving direction, reassurance and conversation which adds enormously to children's emotional health.

Children are sufficiently protected from becoming ill through adequate records and resources to ensure this. First aid supplies are ready to use and the childminder has a paediatric first aid qualification which is valid until April 2009. The childminder has information about, and a good working knowledge of, childhood illnesses and no children have had any accidents whilst being looked after. However, the childminder has omitted to obtain written parental permission for any necessary emergency treatment that may be needed in the future. No child has been adversely affected by this because there have been no accidents or emergencies and the childminder is now aware of the document that requires completion.

Children have an adequately balanced diet and are learning about healthy eating because the childminder talks about this and encourages children to eat good food even when their usual eating habits are poor. Fruit is given for snacks and there is always water available.

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

The provision is satisfactory.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. Children know where their favourite toys are and may safely play in the rear garden which is level and secure. The home is made safe by appropriate use of safety gates and by keeping floor areas clear of excess toys, so that children have one activity out at a time. The childminder is vigilant, keeps hot drinks out of reach and teaches children about safety in the kitchen through role playing with a pretend kitchen range. All exits are kept locked, but with accessible keys and the gas fire is guarded. A safety check by the local fire service and annual checks by the housing association ensure that smoke and carbon monoxide detectors are maintained in working order. The childminder has also devised and practised an emergency escape plan from the house and has emergency cover arranged in case an accident or emergency happens to her.

Children use a stimulating range of suitable and safe equipment and toys which are stored adequately in the hall or lounge. The childminder plans and provides interesting craft activities and games to ensure that children have enough variety and stimulation. Children are also kept safe on outings because the childminder is vigilant whether on foot or in a vehicle and has parental permission to take children on outings. She demonstrates a practical approach to safety outside on the roads when escorting children on foot, for example, by allowing children to push a pram or trolley as they walk so that they can clearly be seen and do not run on ahead. In a car, the childminder makes sure seat belts are on, uses reins and booster seats appropriately and talks to children about dangers on the road.

Children are protected from abuse because the childminder has sufficient understanding of her role in child protection and is confident that she is able to put appropriate procedures into practice if necessary. She knows what to do if an allegation of abuse is made against her.

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

The provision is good.

Children are very happy and secure and are making positive relationships because the childminder is welcoming, enthusiastic, well-prepared and she actively encourages children to share and cooperate together. She is warm and attentive, playing on the floor, at the table and outside with them. She is skilled at keeping pre-school children motivated and interested with role play, craft and baking activities. For example, a three-year-old makes a junk model crocodile head with an egg box and straws. He delightedly then takes the model to 'eat' everything he can find before taping up the crocodile's jaws with tape because he is too full of crayons to eat anything more. Through games like these, children are perfecting their small motor movements and dexterity using glue, scissors, tape and pencils independently. They are also using their imaginations to be creative and re-enact situations in the world that they have begun to learn about. As a result, children enjoy their play and are developing well.

Children respond well and show interest in what they do because the childminder is enthusiastic and well prepared with good ideas for play. She has examined the 'Birth to three matters' framework and uses various useful activity ideas which can be extended into learning in all areas through appropriate questions from herself. For example, the childminder helps children to build camps in the living room and devise role plays to go with them. She also provides opportunities to count and develop literacy and language through her questions and modelling of clear speech as they play. For example, she counts with children as they come down the stairs and discusses how much and how many ingredients they need as they make cakes or constructions. As children undertake these varied activities, talk and answer questions, they are improving their coordination and control, their understanding of how things work, and their creative and social skills.

Children quickly develop high levels of confidence and self-esteem because they come regularly and because the childminder gives them choices and opportunities to talk, take part and be independent. She makes learning a fun experience and gives children time to be imaginative, using their own favourite toys and games. For example, she allows them to make loud music with a drum and encourages them to ask for what they want to do. As a result, pre-school children are confident to ask when they want to do something else, such as colouring. She talks with them as they eat and helps them to remember and consolidate things that they have enjoyed doing as well as planning for other days or holidays. This means that children have a good sense of time and know what is happening next.

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

The provision is satisfactory.

Children in the setting have quickly developed a good sense of belonging and feel secure because the childminder is affectionate towards them and works hard to ensure that they feel at home. She carefully elicits details about any dietary requirements, special comforters, health concerns or disabilities and uses this information to provide individual care. For example, she takes care to provide a balance of food that children like alongside what is good for them and makes sure that she communicates clearly and directly when children have some hearing difficulties.

Children receive good support to behave well because the childminder is calm, vigilant and consistent in her approach. For example, she asks children three times and if they don't do as she says, the childminder makes use of a 'time out' area and talks to the child, explaining why

they have been asked to sit out. For example, she did this with a child who was throwing things and kept explaining during 'time out' that this is not allowed because it is dangerous. The child no longer throws things. She also talks to them about what is happening and what their activity choices are and gives them praise and encouragement to persist, complete and succeed. As a result, children enjoy themselves and behave well in the setting.

Children's needs are met through sound partnership with parents. The childminder is open and communicative with parents and spends time giving and receiving effective feedback from them. However, there are few policies or written information about the service to give parents a full picture of what is offered and no developmental records are kept for individual children. In addition, the childminder has not established a complaints record ready for use. This is a breach of the regulations. However, there has been no adverse impact upon a child because no complaints have been raised and the childminder is keen to establish a suitable record for parents using the proforma available.

## **Organisation**

The organisation is satisfactory.

The childminder has a sound regard for the well-being of all children and is building upon her parenting knowledge and experience over time. She has attended the required training for first aid and childminding. Vetting procedures were undertaken when the childminder registered so that she has a Criminal Records Bureau disclosure. This provides evidence of her suitability to mind children.

The childminder has a clear sense of purpose and direction and uses her time and resources very well to support children's care, learning and play. She is well organised, so that she is with children throughout the day, ensuring that they can participate alongside her in all the routines of the day. She utilises some written prompts to remind her about hygiene and safety standards and has a few activity ideas written down too. Good child details also ensure that all children have their individual needs met and are well stimulated.

Most procedures work adequately in practice to promote children's health, enjoyment, achievement and ability to make a positive contribution. For example, all necessary parent agreements, child details and records of accidents, medication and incidents are organised and easily accessible. There is also a small portfolio of useful information, procedures and activity plans to give parents a good flavour of the childminder's service and how to contact Ofsted. However, the daily register is sometimes completed in retrospect with times that children came. This is a breach of the regulations and means that the register does not always accurately reflect exactly who is on the premises and therefore could not be relied upon in the event of an emergency. No children have been adversely affected by this to date because there have been no emergencies or disputes about times of attendance.

Overall, the provision meets the needs of the range of the 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 complaint 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):

- ensure that parents give prior written permission for the obtaining of any necessary emergency medical treatment
- ensure that an accessible system is devised for recording complaints and that parents know that they can have access to appropriate information from that record upon request
- ensure that the daily register is completed when children arrive as well as depart, so that it can be relied upon in the event of an emergency.

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)