



## Inspection report for early years provision

<b>Unique Reference Number</b>	222350
<b>Inspection date</b>	15 August 2005
<b>Inspector</b>	Christine Linda Tomaselli

<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 March 1993. She lives with her husband, three adult children and grandson. A future son-in-law is staying with the family for a short time. The family live in a house in a village near Peterborough, Cambridgeshire. The childminder uses the whole of the ground floor, a bedroom upstairs as a computer room and the bathroom for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of 6 children at any one time and currently caring for 2 children aged 2 and 4 years old on full time contracts.

The childminder usually uses a car to transport children to school and pre-school. She regularly attends pre-school activities, toddler groups, the local childminder support groups, park areas, local activity centre and walks into the town centre. The childminder may use her car to transport minded children to activities outside the town.

She is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a warm, clean home where they learn the importance of good hygiene and personal care within their daily routines. They clearly understand about the need to wash their hands and do so instinctively after the use of the toilet and before eating which reduces the risk of infection. Older children use the sink independently while the childminder will offer support to the younger child. When appropriate children use wet wipes that are readily available.

Children begin to understand the benefits of healthy eating, for instance, by the games they play and discussions they have with the childminder. The childminder provides the materials for the children to make their own menus, this includes cutting out pictures of food items and sticking them in a menu when they are playing restaurants. The childminder talks to the children about the foods in their restaurant and about fruit and vegetables being healthy and good for them. The childminder meets the children's individual dietary needs very well. She records suitable information about their diet, meets parents' wishes and children's choices. During the lunch time children were able to choose which foods they wanted from a range of meat and salad items, this included children trying things for the first time. Children have access to plenty of water or squash drinks during the day.

Children enjoy and develop physical skills indoors, in the garden or during outings to the shops and park area. Activities outside provide the children with opportunities to be in the fresh air. This contributes to healthy living. The childminder has attended a training workshop called 'Top Tots' and was provided with a resource pack of equipment to support physical activities. The children happily take part in games which promote their health and physical development.

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

The provision is good.

Children are cared for in a safe environment where risks to them are identified and minimised, therefore children are able to move around independently, safely and are not exposed to hazards. The childminder gives high priority to helping children learn how to keep themselves safe and to maintaining their safety outside the home. For example, older children are taught and show confidence when repeating their name,

address and telephone number. They understand to share this with a police officer if they were every to be lost. The childminder encourages the children to use the telephone with her knowledge and then teaches them about contacting the emergency services. Older children understand about helping to keep younger children safe, for example, having set up their restaurant table, using a thick glass vase of flowers as a table decoration, they put this away once a small child arrived.

Children use a suitable range of safe, good quality and developmentally appropriate play resources. Many of these are organised in storage boxes which are placed in accessible areas including the conservatory. This enables children to choose for themselves which helps promote their independence in a safe way. The range of toys, books, games and creative materials are rotated to offer variety and play opportunities available are age-appropriate. Children can ask for a particular favourite if it is not already available so their individual preferences can be catered for. Children's furniture is safe and suitable for their age. It meets the needs of the individual children and provides comfort.

Children are well protected because the childminder has all the required procedures and documents in place to promote their safety and welfare. For example, she holds a current first aid certificate and has a good understanding of child protection matters. This is developed through regularly reading appropriate publications on first aid and child protection in line with the local Area Child Protection Committee procedures. Children learn about keeping safe by regular input from the childminder. For example, she ensures children understand about stranger danger by using books and talking about road safety using the stop and go game they have made up. Children learn about traffic lights and the meaning of the colours of the lights which one child talked about. Older children understand and practise emergency evacuation procedures which include the use of a whistle.

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

The provision is good.

Children are enthusiastic, confident and involved in lots of opportunities that help build their learning in all areas. The childminder has a good knowledge of child development which helps her to promote children's personal, social, emotional and intellectual development. Children have opportunities to take initiative and develop their independence because of the way she organises the space, resources and equipment.

Children settle well and are confident in the childminder's home because she makes it very welcoming for them. She has some pre-planning of activities although these are changed if the children have different ideas of what activities they wish to do. The children's relationship with the childminder is very good and opportunities are given for the children to build relationships with other children by attending different group activities. For example, toddler groups and the childminder's support group. Children are encouraged to spend their time purposefully, they have opportunities to try new activities and learn through first hand experiences. For example, making up their own songs while in the car, developing their own restaurant and designing menus.

Children are involved in learning letters and numbers, for example, wall posters, drawing activities, discussions and shopping trips. Language development is enhanced by the childminder having lots of conversations with the children, taking every opportunity to increase the children's understanding of words and meanings. Children achieve new learning skills each day.

Children's age and abilities are well known to the childminder and she generally ensures that activities offered are achievable by the children with different learning levels. This makes children feel a sense of achievement no matter what their age. The childminder is aware of and has briefly read the Birth to three matters framework and understands that by using this, the care and learning for younger children will be enhanced.

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

The provision is good.

The childminder is committed to ensuring children learn, understand and respect about differences between individual people and communities. Activities have included making Chinese lanterns and trying to use chop sticks. As regular visitors to the childminders' support group children have additional opportunities for learning about cultural and religious difference and disabilities. Children have access to play resources like dressing up clothes, puzzles, books and food items and utensils that contribute to their learning, all supported by the childminder.

Children learn to be caring of each other, for example, an older child was concerned for a younger child when she noticed, during lunch time, that he did not have a drink. She brought this to the attention of the childminder, who was in the kitchen. Even when a small disagreement occurs children are ready to say sorry when they realise they have hurt someone. The childminder has a policy on behaviour management which is known to parents. This is supported by the practice of regularly praising the children for their positive behaviour and achievements with children responding with smiles of reassurance and pleasure. Children feel valued and respected as individuals which contributes to them being caring of others.

The childminder builds very good relationships with parents and provides them with good information. She offers lots of time to talk to them, keeping them informed of matters concerning their children. She has developed a 'My Special Book' for each child. This book forms an interesting story log of the children's time with the childminder and includes lots of photographs and examples of the children's own work. It will be given to the child when they leave the care of the childminder. Parents are also given a very informative booklet. These have proven to be invaluable and a prospective parent praised the childminder on how useful this was. Following her initial visit she was able to show it to her husband and it answered all their questions. Parents feel confident the care given by the childminder ensures the needs of their children are met.

### **Organisation**

The organisation is good.

The children feel comfortable and at ease in a well organised homely environment. They are very confident in seeking help or support from the childminder if they need to. Although the childminder may have planned the days activities children are confident to initiate and extend their own play and learning ideas with the full support of the childminder.

The childminder maintains and uses appropriate forms of recording and has good policies and procedures in place to promote the welfare, care and learning of the children. She uses standard recording materials provided by the National Childminding Association. However, she has extended this by introducing self-designed forms for information and details that contribute to the care of the children and the management of her business. Examples of this are check lists that help her to establish parents have been informed of all they need to know and consents have been given where required. In addition to the attendance recording she maintains a booking form to help avoid any over booking of part-time attendees or times being changed.

The childminder understands her responsibilities in keeping Ofsted informed of relevant changes, in particular to household members and ensures this information is available for parents ensuring their confidence in her is maintained. She is fully committed to training opportunities, recognising the need to review, update and extend her learning to ensure the children receive the best care and education she can offer.

Overall, the childminder meets the needs of the children who attend.

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

Since the last inspection, the childminder has improved children's safety, recording to extend her knowledge of children's individual needs and devised a sick children's policy. She has put a smoke alarm upstairs and added an additional one downstairs. She gains additional information of a child from parents and this is recorded. She follows the guidance offered by the National Childminding Association regarding sick children who are infectious and has a procedure should a member of her own family become ill resulting in her not being able to childmind. Parents are informed of this policy and procedures.

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

There are no complaints to report.

## **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
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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):

- extend your knowledge and understanding of the needs of children under three, for example through the use of the Birth to three matters framework.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)