

Inspection report for early years provision

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<b>Unique Reference Number</b>	260144
<b>Inspection date</b>	23 October 2007
<b>Inspector</b>	Joanne Harvey
<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 2001. She lives with her family in a house on the main road in Hadfield, a village in Derbyshire. There are local shops, schools, parks, library, parent and toddler group within walking distance. Areas of the house used for childminding are playroom and kitchen in the basement and bathroom on the ground floor. There is a fully enclosed garden available for outside play.

The childminder is registered to provide care for five children under eight years. She is currently minding seven children from 17 months to under five, three children from five to under eight and two children over eight all on a part-time basis.

The family have a cat.

The childminder takes the children to the local parent and toddler group, which she runs, and attends the local childminding support group along with the children on a regular basis. She is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The childminder gives children good encouragement to lead healthy lives. She promotes healthy eating well by talking to them about which foods are healthy. She then reinforces this highly effectively with mini projects, for example, a well thought out topic about vegetables involved the children reading books, choosing their favourite vegetables, shopping for and cooking with them, using them for art work and planting them in the garden. Children bring their own lunches from home but the childminder ensures children choose from healthy snacks which are available throughout the day, including fresh and dried fruit, toast and crackers. Discussions take place about the contents of lunch boxes and which are the most healthy options and why. Children learn about the benefits of taking regular drinks because of the childminders good knowledge of the benefits of this which she shares with them and always leads by good example. They choose from a mostly natural range which includes water, milk and soft drinks which do not have added sugar.

Physical activity is encouraged well. Younger children walk with older children to escort them to school and back every day and the childminder very rarely takes the car. Children play with a range of large and small apparatus in the garden each day and say they enjoy their weekly trips to the park when they meet other children and have the opportunity to play actively together and use larger equipment to further develop and practise their physical skills.

Children's good health is promoted well. The spread of infectious illnesses is reduced because areas are regularly cleaned and disinfected. Children are regularly reminded to wash their hands and even the youngest demonstrate their independence in this regard. For example, they confidently use their own booster steps, coat and towel pegs with individual clean towels. Prominently displayed posters remind Children of the importance of good hygiene. The family cat rarely comes in to contact with the children but the childminder is vigilant in ensuring this does not compromise hygiene measures within the setting. Written records of all medicines administered are kept comprehensively and up-to-date as are details of all children's emergency, medical or nutritional requirements. Parents give prior permission in writing and are informed appropriately if medicines are given. The childminder knows how to deal with any accidents or emergencies. A signed accident record is kept and parents receive a full explanation of how any accidents occurred.

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

The provision is good.

Children are cared for in a safe play room full of toys and other materials which encourage reading, writing, exploration of ideas and independence. All resources are in good condition and rotated to ensure and sustain interest and appropriateness for individual children. There is a safety gate to prevent children from climbing the stairs to the main part of the house. The kitchen is kept clean and hygienic.

Children use the outside area which is safely enclosed with gates and doors to the house and garage store which are secured well. Though quite small, the outdoor area is well resourced with a range of small and large equipment, all in good condition.

The childminder successfully encourages children to keep themselves safe because she talks to them about everyday hazards. Fire safety procedures are understood well by adults and children alike. They are also displayed clearly on the wall in a child friendly way. Children's safety is given high priority in this setting. The childminder has a range of detailed risk assessments and well thought out procedures for ensuring health, welfare and safety which are all applied with vigilance. Procedures for keeping safe are reinforced both within and beyond the setting on visits out. There are plans in place to deal with occasions when children are not collected. The childminder has a good knowledge of how to apply child protection procedures. First aid qualifications are currently up-to-date. Accident and incident books are thoroughly kept and up-to-date as are all required certificates and safety checks.

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

The provision is good.

Children's enjoyment and achievements are promoted well in this setting. Resources are plentiful. Children spoken to at the time of the inspection suggest that there is always so much to do that it would be hard to say what they enjoy the most. They talk enthusiastically about role and fantasy play. The childminder keeps portfolios of examples of work and photographs which illustrate children enjoy lots of art, craft and practical activities, outings and projects which enrich their experiences. Attendance at group activities including toddlers and music groups add interest and further develop skills and enjoyment.

The childminder has a good understanding of how children learn and refers regularly to documents such as 'Birth to three matters' and other curriculum guidance to ensure detailed weekly planning and focussed activities. Planning is shared half termly with parents. She makes regular observations and is beginning to track the children's progress with the intention of using this information to inform in an even more focussed way her knowledge of how well children are progressing in the setting and therefore future activity planning. Children respond well to rewards which include stickers for achievement and effort. The childminder presents a good role model to the children and actively promotes a caring attitude to others. Therefore children share well and form positive relationships with others.

Ongoing discussions successfully promote children's speaking and listening skills. Children are given opportunities to develop their basic skills and practise writing and drawing. They develop a love of books. Children enjoy problem solving because of the support and encouragement they receive to help them see things through. Rhyme and song are used to add enjoyment. Children show that they are eager to take part, talk about their work and look forward to activities planned for the future and are seen to be singing and smiling whilst they play within the setting.

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

The provision is good.

Children make a good contribution to the community because the childminder involves herself, and the children in her care, in all the opportunities that life in the village has to offer. They are also able to benefit from the life experiences of the childminder who has many multi-cultural resources, often collected whilst she was living overseas. Children enjoy celebrating a wide range of religious and cultural festivals. They visit other members of the village community, for example through the local church they are able to visit the elderly. A photo portfolio

demonstrates the wide range of activities the children enjoy, including raising money for a range of charities.

Because the childminder is caring and thoughtful children feel valued and respected and show these attitudes to others. Children are taught respect, to talk about their feelings and therefore to form strong relationships. They demonstrate that they have a good understanding of right and wrong when they talk about stories or discuss an activity which they are working on together. Good behaviour is positively and successfully promoted. The childminder shows appreciation and understanding of the importance of equal opportunities. She is currently developing her ability to use sign language and sharing this skill with the children in her care.

There are good partnerships between the childminder and parents. Detailed information is sought from them regarding their child's care needs and emergency contact requirements. Parents are welcome into the home and are given detailed information about activities which have taken place during the day or which have been planned for the future. The childminder uses a survey to canvas the views of parents and children and acts on their ideas and concerns.

### **Organisation**

The organisation is good.

The childminder is highly organised with a focus on meeting the needs of individual children. All the required documentation is in place and well organised and up-to-date. This supports the clear and well known routines which allow the childminder to focus on making sure children are safe, secure, well cared for and enjoying their time in the setting. The childminder has a good understanding of the legally required documentation. Attendance registers clearly record arrival and departure times. The day is planned well through completion of weekly planning sheets which are reviewed and annotated. These show the regular opportunities children have to learn key skills covering all areas of learning. The childminder is not complacent and recognises the need to use these in a more meaningful way to inform her planning of focussed activities.

The space is well organised and allows children opportunities to initiate their own learning and gives them chance to explore as well as to enjoy directed tasks led by the childminder. Children have opportunities to take rest and daytime naps are taken in a quiet side room.

The childminder demonstrates a high level of commitment to continued professional development and has attended a range of courses and gained several key qualifications including in equal opportunities, basic skills, managing behaviour, making story sacks, 'Birth to three matters' and she has achieved the Quality First Mark at Level 3. Overall children's needs are met.

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

At the last inspection the childminder was asked to ensure parents know how to contact Ofsted. She has done this appropriately through written communication and via an informative notice board available to parents.

### **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):

- develop further the systems to demonstrate how children makes progress in the setting and use the information to inform future activity plans and play opportunities.

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)