



Inspection report for early years provision

**Unique Reference Number** EY260897  
**Inspection date** 05 July 2005  
**Inspector** Judith, Mary Butler

**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](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 first registered in 2003. She lives with her husband and 2 children aged 5 months and 3 years. The family live in a house in Whitley, the property is close to local schools, shops and amenities. The childminder uses the ground floor of the property for childminding.

The childminder may care for up to 4 children at any one time and is currently caring for 1 child under 5 years on a full time basis. The childminder walks to local pre-schools to take and collect children and attends local carer and toddler groups. The family have a dog and fish as pets.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy due to the childminders good knowledge of hygiene procedures and her effective policies and procedures for the recording of accidents, medication and emergencies. Children are developing an awareness of the importance of personal hygiene; they confidently use the wipes to wash their hands after using the toilet.

Children benefit from close verbal communication between the childminder and the parents. They receive healthy snacks as part of their daily routine and drinks are readily available. The childminder protects children's health by storing the food provided by parents appropriately. Parents discuss their child's individual dietary needs, personal preferences and allergies with the childminder to ensure children receive a healthy diet.

Children have daily access to physical play. The childminder provides children with a good variety of physical play each week, for example, visits to local parks, music groups, childminder groups as well as time spent in the garden. Children access a range of equipment to develop their large physical skills such as sit and ride toys, climbing apparatus, and a trampoline.

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

The provision is good.

Children benefit from a well-organised and safe environment. They are able to make independent choices about the toys and resources they wish to use from the range available. Children move freely and safely around all areas of the house identified for childminding.

Children play in a safe and secure environment. The childminder identifies and minimizes risks to children through regular safety checks and risk assessments. The childminder gives a high priority to keeping children safe and supervises them within all areas of the home and garden. Children are developing an awareness of staying safe when on outings and are encouraged to stay close to the childminder. The childminder minimizes risks to children through the procedures to follow in the event of an emergency evacuation.

Children benefit from the clear understanding and knowledge the childminder has concerning child protection. All of the required procedures and documents are in place to ensure children's welfare.

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

The provision is good.

Children enter the setting with confidence. They benefit from and enjoy the individual attention they receive from the childminder within the daily routine. Children are happy, content and develop strong relationships with the childminder and other children within the home.

Children develop their communication skills as the childminder talks to them individually and spends time looking at books, counting and naming the objects in each page. Their language and understanding develop well through good conversations with the childminder whose fun approach makes them feel safe and at ease. They enjoy a good range of toys and resources appropriate to their individual needs and stage of development. They confidently select the toys and resources they wish to use from the range set up, however the storage of the toys does not allow children to see the full range available to them.

The childminder undertakes outings with the children on most days including walks to pre-school, outings to local parks and drop in groups providing children with opportunities to socialise with a wider group of children.

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

The provision is good.

Children develop an understanding of their needs and the needs of others through clear explanations and examples. They have many opportunities through different resources and outings to discover about the world around them and that people are different, for example, a range of toys that reflect different cultures, ages and gender.

Children play happily alongside each other and are beginning to share the toys and show co-operation with others in their play. They often show the childminder what they are doing, because she values and praises what they are say and do, for example, counting the objects in the book. The children behave well because the childminder has set consistent boundaries, she reminds children of these within the daily routines. This enables them to feel safe and secure within their environment.

Children benefit from the strong relationships in place between the childminder and the parents. They verbally share information about the child at each end of the day ensuring that the childminder provides for their individual needs. The children settle within the home because the childminder respects and values them as individuals.

### **Organisation**

The organisation is good.

Children are very at home and benefit from the well-organised play space within the home, they move freely and confidently around all areas identified for their use. The childminder knows the individual children well and offers them individual support and activities to suit their needs and preferences. She develops good relationships with the children; this enables them to feel safe and secure within the home.

The childminder has a business like approach to childminding and effectively uses

her policies and procedures to support her care of the children and partnership with parents. The childminder has attended relevant training to update her knowledge and skills and assist her in meeting the needs of individual children.

The childminder shares her policies and procedures with parents to keep them informed about the service and children's activities; this contributes towards the continuity of children's care. The childminder and parents verbally exchange information each day. This ensures the children's needs are met and parents are aware of their child's day and the activities they have undertaken with the childminder. The childminder meets the needs of the range of children for whom she provides.

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

At the last inspection the childminder was asked to develop documentation to improve the organisation of care and improve fire safety procedures.

The childminder has improved safety by ensuring the fire blanket is appropriately sited within the kitchen. She has developed her policies and procedures and shares these with parents. This ensures they are aware of how they would make a complaint, the behaviour management strategies used by the childminder and pets within the home. The childminder records all administration of medication, she requests parents to sign all entries and they receive a copy of all completed reports.

### **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 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 an inventory of toys and equipment showing the range of toys and resources available, to enable children to select from the full range available

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)