

Inspection report for early years provision

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<b>Unique Reference Number</b>	104325
<b>Inspection date</b>	11 February 2008
<b>Inspector</b>	Michelle Tuck
<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 lives with her husband and her grown up daughter, in a three bedroom detached bungalow in Awliscombe, a rural area in East Devon.

She is a qualified Nursery Nurse and an experienced childminder. She is registered to care for six children under eight years. There are currently four children on roll.

Children have access to a playroom, kitchen/dining room, downstairs cloakroom and outdoor play area. The sitting room is used as an additional sleep room if required.

The family have a cat and dog.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children are developing healthy lifestyles as they are encouraged to take regular exercise and play outdoors. They enjoy healthy, nutritious meals and snacks that keep them well nourished

throughout their day, and have frequent drinks to maintain their levels of hydration. Children like to choose healthy options at snack time and talk about what is healthy. For example, a child talks about seeds in her bread. Children with special dietary needs are well cared for as the childminder liaises closely with parents and keeps a record of any specific requirements.

Children are well cared for in the event of an accident as the childminder maintains a current first aid qualification and ensures that her first aid kit is accessible, however this needs replenishing. Children's continuity of care is supported well through effective use of documentation to record information regarding accidents and the administration of medication. This information is then shared with parents. However, written permission to seek emergency medical advice or treatment has not been sought.

Children are learning the importance of good hygiene as they wash their hands after using the toilet, and before having their snack. They use liquid soap and each have their own individual towel, which limits the risk of cross infection. There are other policies and procedures in place that protect children from the spread of infection, including a sick child policy which ensures that parents are clear about the exclusion times for children with infectious illnesses.

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

The provision is outstanding.

Children are very safe and secure in the childminder's welcoming home environment. They are able to choose freely from the wide range of well maintained resources because they have been carefully stored at a low level so that children can access them safely, from the dedicated playroom. Children move freely around areas of the house where they can play safely because the childminder has taken steps to minimise the risk of accidents. For example, all dangerous substances and items are stored out of reach to children. The childminder has written risk assessments in place, and takes appropriate action to reduce risks to children. Children also play safely in the garden because it is fully enclosed and the children are well supervised by the childminder. Children are kept safe when on outings as they are carefully restrained in appropriate car seats, or in buggies if they are going for a walk.

Children develop a good awareness of safety as they are able to understand simple rules; for example, they know they must sit and not stand on chairs. One child was quick to inform another child that stood on a chair to sit down in case she falls. They regularly practise a fire drill to ensure they can evacuate the building quickly and safely in the event of an emergency.

The children's welfare is given very high priority as the childminder has an excellent awareness of child protection issues. A clear written policy is shared with parents and the childminder has a wealth of reference materials to support her in implementing this in the event of any concerns.

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

The provision is outstanding.

Children enjoy excellent opportunities to initiate their own play. They confidently choose from the wide range of resources available to them and enthusiastically participate in activities planned by the childminder. They enjoy listening to music as they play with the play dough. Their learning through play is effectively enhanced by the childminder's sensitive interaction with them. For example, she engages them in conversation to promote their language development and encourages them to develop skills such as holding and drawing around stencils. Children's progress is supported skilfully as the childminder knows the children well and plans

activities that promote their learning. For example, she reads a story to the children asking them questions about the pictures and encouraging them to count the animals in the book and identify the colours of the cars in the story. Children have excellent imaginations, they put their back packs on their backs and crawl around the room pretending to be turtles. Children play well together and use language well to negotiate in their play. For example, children play with the kitchen, pretending to cook food, and feed the baby.

Excellent use is made of the local area and facilities to further enhance children's learning opportunities. For example, they go out on regular walks and they visit local toddler groups where they have opportunities to develop their social skills alongside other children, as well as accessing a wider range of resources and activities.

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

The provision is outstanding.

Children settle very well in the childminder's comfortable home environment, confidently choose what they would like to do and play very happily alongside each other. They develop good relationships with each other and with the childminder, who knows them very well. Children of all ages and abilities are able to participate fully, at their own level of development, because the childminder effectively adapts activities to facilitate this. Story books are used sensitively to raise children's awareness of diversity. They are all encouraged to access the full range of activities and resources. The childminder does not have any experience of caring for children with learning disabilities or difficulties, however she has some knowledge in this area and treats all children as individuals.

Children's behaviour is very good as they respond well to the childminder's emphasis on positive reinforcement. They are encouraged to share, take turns and treat others with kindness and respect. For example, children are encouraged to say please and thank you and if they are seen taking toys from one another the childminder gently intervenes helping them to resolve the issue. The childminder has clear boundaries for the children which helps them to feel safe and secure.

Children's individual needs are met well because the childminder develops very good relationships with parents which enables effective exchange of information. Excellent use is made of pick up and drop off times to promote regular discussion and ensure that children are cared for in accordance with their parents' wishes. Good communication is further enhanced by the use of clear documentation, for example consent forms, contracts and written policies and procedures.

### **Organisation**

The organisation is good.

The childminder meets the needs of the range of children for whom she provides care. She is well organised and implements effective policies and procedures to promote children's health, safety and well-being. Activities and play opportunities are planned carefully to meet the needs of the different aged children attending.

Most documentation is in place and used effectively to exchange information with parents. For example, comprehensive contracts are in place and enhanced by written policies and procedures. The childminder keeps her first aid qualification up to date and regularly accesses additional training to keep up to date with current practice.

Detailed registers provide an accurate record of children's attendance, including times of arrival and departure.

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

At the last inspection the childminder agreed to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. The childminder has extended her range of activities and resources that promote diversity. She also agreed to establish written agreements with parents that sets out the expectations of both parties as to the care of the child, activities provided and business arrangements. The childminder now uses contracts with the parents of the children she cares for. The childminder was also asked to make sure that the greenhouse was safe or inaccessible to children. The childminder has now dismantled this.

### **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):

- obtain written permission from parents to seek emergency medical advice or treatment if necessary
- ensure the first aid kit is checked and replenished as necessary.

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)