

Inspection report for early years provision

Unique Reference Number	106623
Inspection date	26 March 2008
Inspector	Dawn Biggers

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.

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 1995. She lives with her husband and two adult children in Horfield, Bristol. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children under five, all of whom attend on a part-time basis. She attends the local toddler group and takes children to the park. The family has some goldfish.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to learn about very good hygiene routines and practices. Younger children are supported well whilst developing independence, for example, washing their hands and wiping their nose. The childminder acts as a good role model, therefore hygiene procedures are a high priority. Toys are regularly cleaned and washed and the table is wiped with antibacterial spray before meals. Good procedures for children who are unwell and effective hand drying facilities

sustain high levels of hygiene and prevent the spread of infection, for example, children use wet wipes and individual flannel and disposable towels. Effective nappy changing procedures also minimise this, for example, the childminder uses a mat, disposable gloves and washes her hands. There are clear procedures in place for administering medication and recording accidents. The childminder shares her health and bathroom hygiene policy and infectious disease list, providing good information about her practices and procedures for parents.

Children begin to develop awareness of healthy foods, as the childminder provides a good range of nutritious snacks and light meals, for example, fresh fruit, raisins, sandwiches and yoghurts. The childminder liaises closely with parents ensuring children's dietary needs are met. Healthy eating is promoted in everyday activities, for example, where discussion takes place whilst children use play food. Drinks are regularly provided and children start to develop awareness of their own fluid intake, for instance, they access their own drink container. The childminder closely monitors young children's fluid intake.

Children enjoy a good range of activities and outings, which contribute to their health. Physical play opportunities are available through walks and visits to the park, using play equipment in the garden, and these provide plenty of fresh air and physical exercise. Children develop their large muscle skills indoors with the large construction toys and manoeuvre the push along toys outside. They enjoy quieter activities according to their needs, for instance, listening to stories and sleep within their routines and are kept warm wearing a sleep suit.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's well-being is safeguarded. The childminder has a good understanding of child protection procedures and her role and responsibilities. She shares her procedures and policy with parents; therefore they begin to understand how children are safeguarded.

The childminder gives good priority to maintaining children's safety outside the home. Children are closely supervised and good safety equipment is used, for example, a pushchair and reins. She encourages children's awareness of road safety, discussing this, and acts as a good role model. Clear arrangements are made with parents in an event of an emergency, for instance they are contacted.

Children experience safe, secure premises and therefore they are protected within a well-maintained homely environment. They move confidently, enjoying the additional space outside of the play area in the hallway, as they play chase. They manoeuvre the large push along toys on the floor. The environment is relaxing and welcoming, and children access a good variety of toys and equipment. The childminder rotates these to maintain their interest, for instance introducing the train track and garage. These are organised accessibly in low-level storage boxes and displayed on the floor and shelving units within the play area. Resources are all suitable for the age and developmental stages of the children and meet good safety standards. Therefore, children begin to make choices, for instance, they decide what book they would like to look at and food to play with.

Children are protected well from potential hazards as good safety measures are in place, for example, doors are secure with keys accessible, but out of the reach of children, and safety gates, socket covers and cupboard locks are used well throughout the home. Electric smoke alarms are checked each month and the childminder completes a visual risk assessment of the home. She encourages children's awareness of aspects of safety, for instance asking them to

help her tidy the floor area when too many toys are present. Potential hazards are discussed, for example, when a child uses the steps from the hallway to the playroom. The devised emergency evacuation plan has been practised with children, in safeguarding and developing their awareness of leaving the house in an emergency. The childminder ensures young children are safe, strapping them in the low level high chair at meal times and monitoring them when they are resting on the ground floor.

Helping children achieve well and enjoy what they do

The provision is good.

Children are sociable, happy and settled. They enjoy the childminder's positive interactions as she engages well with them at their level. She responds to their interests, for example, using stimulating conversation about their favourite television characters and foods they enjoy, whilst looking at books and playing with the cooker. Therefore, they thoroughly enjoy her company, are responsive and include her in their play. Children begin to role play; they carry the shopping basket, cook the pizza and pretend to eat the food. Children are inquisitive and enthusiastic as they explore the environment looking in the toy boxes to find the play food and utensils, and share what they have found, 'knife and fork'. They are introduced to numbers well, whilst searching for the fish fingers and say 'I got one' and pretend to drink from the cup. Children develop positive relationships as they play independently as well as beginning to interact with peers, for example, they engage playing with the garage and cars. Children develop their communication skills. They confidently use language to express themselves, 'I choose one', when looking for a book for the childminder to read. Younger children make vocal sounds and use some words, for example 'Postman Pat'. They bounce on their bottom becoming excited, whilst watching the cars run down the track as they make a 'click clack' noise. They use their senses well as they pretend to feed a peer with the musical bottle and enjoy pressing the buttons on the garage to make different sounds. Children begin to learn about sound and rhythm, shaking the salt cellar and enjoy the good range of sensory toys. They use their large muscle skills well to push and pull the cars and train, making sounds such as 'choo, choo'. They show good interest in the story, sitting together and develop their listening skills. They lift the flap in the story to find the kitten and say 'meow'.

Children have fun, they laugh and chuckle and thrive through the good attention and support they receive within a warm, secure relationship with the childminder. This increases their sense of well-being. The childminder has a good awareness of children's development and provides activities that offer suitable challenges and stimulation. Therefore, children make clear progress. The childminder has a good awareness of children's interests and development. She has begun tracking their progress, relating this to some aspects of the Birth to three framework by using photographs; however, this is still being developed.

Helping children make a positive contribution

The provision is good.

Good relationships are established with the parents and therefore children are secure. Thank you cards demonstrate they are happy with the care provided. The childminder liaises with them well discussing the children's individual needs and informs them of their day, and this contributes to their well-being. Parents are involved in children's development as they are welcomed to discuss their process. Photo evidence provides information about the good range of activities children are involved in. Therefore, good liaison supports their close partnership and parents feel included and involved in their children's experiences.

The childminder has a positive, friendly, consistent approach to behaviour management and acts as a good role model, for instance, she praises a child for giving a peer a book and says 'thank you'. Children develop independence and confidence as they are given responsibilities, such as sharing the cars from the toy bag. The childminder's effective strategies engage children well in the activities and therefore they are co-operative and well behaved. Praise and encouragement acknowledges children's achievements well and this boosts their self-esteem. Therefore, they practise new learnt skills, for example, putting the cars on the top of the tilting track. They begin to acknowledge their own achievements, for example, they clap their hands and saying 'yeah, yeah', as the cars run down the track.

A good range of resources develop children's awareness of diversity, therefore children begin to learn about the wider world through listening to stories, accessing dolls, dressing up clothes, puzzles and play people. Toys are also borrowed from the library such as musical instruments from around the world and costumes. Posters display positive images, for example they say welcome and hello in different languages. Children show interest in facial differences, for instance, they want to touch the childminder's glasses. Celebrations are mainly incorporated in activities at toddlers and events at the library. Children engage well in activities in the community, as they visit the park, the museum, toddler groups and attend story time at the library. The childminder provides an inclusive environment; she engages them all in a story and role play activities and these take account of their age and development. Resources introduce favourite television characters and sustain children's interests further. Children are valued as discussion takes place about every day occurrences, and home life, for example, they share 'I like football'.

Organisation

The organisation is good.

The childminder has a clear but flexible routine and responds to the needs of the children well. Close liaison with parents and sharing of her good range of policies and procedures ensure parents are informed and children are looked after according to their wishes. The childminder organises her time well to provide children with a good balance of resources and activities to support all areas of their learning. Therefore, children receive good attention and support and are happy and settled.

The childminder appropriately builds upon her practice, identifying and attending training, for example, World of play and an Early Years Foundation Stage briefing. She uses knowledge gained to support the children's care, development and her practice. The documentation is organised and maintains children's confidentiality well and all consents are in place to promote children's well-being. The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

Since the previous inspection, the childminder has improved her health documentation, general practice and procedures.

The childminder has implemented a medication book and records medication given to children in promoting their health. Accident records are displayed on individual pages, therefore maintaining children's confidentiality. More information is available on the child record forms, to support their individual needs.

Complaints since the last inspection

Since 1 April 2004 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 plan and track children's progress.

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