

Inspection report for early years provision

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<b>Unique Reference Number</b>	154706
<b>Inspection date</b>	30 July 2007
<b>Inspector</b>	Timothy Butcher

<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 husband and four children aged 15, 11, nine and seven in the village of Pill, North Somerset. The whole of the ground floor except for the kitchen is used for childminding and there is a fully enclosed garden for outside play. The family have a rabbit, a dog and two tortoises.

The childminder is registered to care for five children at any time. She is currently minding six children under five and one child over five and under eight, all of whom attend on a part time basis. The childminder also looks after children over eight years of age. The childminder walks to take and collect children from the local primary school. The childminder attends a local parent and toddler group, a childminder's craft group and the toy library.

The childminder supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's health is effectively promoted because the childminder has good procedures in place to meet their individual physical, nutritional and health needs. Children benefit from good physical care. The childminder has a practical nappy changing procedure that protects children from the spread of infection. Children in nappies are regularly checked and kept comfortable. Children learn to follow appropriate hand-washing routines, for example, before snack time young children are suitably supported with these self-care skills. The family have pets and the childminder ensures that all children benefit from the carefully managed contact.

There are robust procedures in place to record accidents and for the safe administration of medication. Information is shared with parents as routine and a written acknowledgment gained. Permission for emergency medical treatment is consistently sought and recorded. The childminder has a good awareness of children's health needs through regular discussions with parents.

The childminder effectively consults with parents to ensure dietary needs are identified. Children are well supported as they begin to understand the benefits of a healthy diet. The childminder encourages children to eat healthily, for example, by the provision of a choice of fresh fruit and vegetables at snack time. Activities, such as picking vegetables from the allotment and visits to the grocer to choose fruit produce, further develop children's understanding of the importance of a healthy diet and interest in healthy eating.

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

The provision is good.

Children play in a very safe environment because the childminder has carried out a thorough risk assessment of the premises and has the necessary control measures in place to protect children from potential hazards. The premises are secure and such things as smoke detection equipment, electric socket covers and a fire blanket are in place. Children are able to take part in activities in safety and comfort. Stair-gates are used to prevent younger children from straying into areas unsupervised, for example, the kitchen. The childminder regularly practises the fire drill with children and older children are able to describe what they do should they need to evacuate the building.

Children have a clean, welcoming and very child-friendly environment in which to play. The playroom is spacious and very appropriately laid out for children. It is made bright and attractive to them with posters, pictures of their activities and examples of their artwork on some walls. Children sit at a comfortable height at a child sized table for creative or messy play and for meals. A good range of toy resources, that are appropriately matched to the stages of development of children are made freely accessible. Children are able to exercise choice as resources are well organised with well-labelled boxes of toys and other materials stored at their eye-level.

Children have their welfare safeguarded. The childminder has a very clear understanding of her responsibilities in regard to the protection of children. She has a good understanding of the possible signs and symptoms of abuse. She has suitable documentation that supports her awareness of the procedure to follow should she have a concern about a child.

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

The provision is good.

Children have positive experiences through play. They make good progress because the childminder provides a balanced range of stimulating activities and play opportunities that support their all round development. She has a clear understanding of child development and of each child's current abilities. Well targeted play opportunities effectively support children's learning through play. The childminder has begun to use the Birth to three matters framework and refers to it when considering the activities she will provide for children. She provides general information to parents about children's progress verbally and through a daily diary. Although she has yet to fully develop a structure to track and plan for each child's specific next steps in development, she has some documentation in place to take this forward for the new school term, through the use of a format in line with the Birth to three matters framework.

Children are settled and happy with the childminder and enjoy the warm interactions. They receive plenty of close physical contact and cuddles. The childminder has a good understanding of their needs. The childminder makes good use of natural opportunities during play to encourage younger children to name colours and to count. They count such things as building blocks and animal figures.

The childminder manages children's differing needs well, for example, all children sit around the table to make their own place mats during a planned creative activity. Older children engage in the sticking of pre-cut shapes to the card in complex patterns and concentrate well and for long periods. Younger children sit next to the childminder and glue and stick their cards with help when it is needed. Those needing most support are helped to explore the textures of glue, hold the brush successfully and to feel good about what they have achieved. The childminder places emphasis on giving children plenty of opportunity for creative play. This includes regular visits to a craft group.

Children enjoy books. Young children snuggle close to the childminder to be read to. They name and repeat back to the childminder the animals they see and the noises the animals make. The childminder promotes children's language development and stimulates responses from them by asking questions about what they are doing within their play.

Children choose a puzzle to play with and the childminder ensures that there are several types of puzzle brought out to create challenge and to meet their differing levels of ability. She guides and supports them to be successful in their play. Children squeal with excitement as they successfully place puzzle pieces. Young children relish their growing independence. They confidently initiate their own play and make choices about the resources they wish to use. Children have the opportunity to rest or to be active as they choose. The childminder also makes discerning use of play groups.

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

The provision is good.

The childminder has a strong awareness of children's home circumstances and treats each child as an individual. All children are treated with respect. The childminder has a very good understanding of equality issues and is proactive in ensuring all children learn about diversity through everyday play. The childminder has a good range of toys and other resources to support her practice and plans specific creative activities, such as those that celebrate different festival days, to provide children with positive experiences of diversity.

The childminder has yet to care for a minded child with additional needs but has a suitable procedure in place to identify with parents how best to meet the care needs of all children.

Strategies for managing children's behaviour are agreed with parents during the induction process and through ongoing discussions. The childminder provides positive attention to children and uses simple explanations to support and guide them. Children appear to be well behaved. The childminder has a calm approach and routinely provides lots of praise and encouragement. Young children respond positively to her requests, for example, for them to tidy up. They spontaneously show affection towards each other and learn to give gentle hugs.

Children benefit from the strong partnership the childminder has with parents and carers. There is a comprehensive exchange of information and this contributes to the quality and continuity of care as children have their individual needs closely identified and met. Parents are provided with good information about the setting and its policies. Time is set aside for discussion with parents at either end of the day and they are also kept well informed through the diary. Information is comprehensively shared about the child's day and care. A new procedure and a system for the recording of complaints is in place but the provider's understanding of the procedure lacks depth and it is not made clear enough to parents.

## **Organisation**

The organisation is good.

The childminder is very well organised. Policies, procedures and other documentation are used well to promote the welfare, care and learning of all children. Records contribute to the safe management of the provision and parents are closely consulted so that they are able to give informed consent. Daily diaries and discussion ensure that parents and carers are kept fully informed about their child's day.

The childminder organises her time, space and resources effectively to meet the needs of children. She plans her day to follow a routine that provides a familiar structure for children. Children experience a broad range of stimulating play opportunities in a welcoming and supportive environment. She pre-prepares some resources, such as pre-cut shapes for a cut and stick activity, to ensure children make good use of their time, have their interest maintained and get the most from the activity.

The childminder is committed to extending her own professional practice, for example, she has in place a plan to develop her use of the Birth to three matters framework for recording children's progress. She has a good understanding of how children learn through play and of their individual developmental needs. Overall, children make good progress in all areas of development, given their starting points.

The childminder meets the needs of the range of children for whom she provides.

## **Improvements since the last inspection**

At the last inspection in 2004 it was agreed that improvements would be made to the complaints procedure to include information about how to contact Ofsted and that this would be shared with parents. The provider in response up-dated the policy she now provides for parents to include this information and as a result parents are better informed should they wish to contact Ofsted to complain. In 2005 and since the last inspection, a change in legislation has occurred that affects the procedure for complaints.

## 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):

- improve the outcomes for children further, for example, by using an approach in line with the Birth to three matters framework
- develop further the complaint procedure and make this process clearer to parents

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)