

Inspection report for early years provision

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<b>Unique Reference Number</b>	209382
<b>Inspection date</b>	06 September 2007
<b>Inspector</b>	Sally Ann Smith
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The childminder has been registered since 1996 and regularly works with a co-childminder. She lives with her adult child and children aged 14 and 10 years in Tutbury. The whole of the ground floor and one bedroom on the first floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time and is currently caring for eight children on a part-time basis.

The family has two dogs.

The childminder regularly walks to local schools to take and collect children and attends a local playgroup.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health is promoted because the childminder follows effective routines to ensure that the environment in which children play is clean and germs are minimised. Children have their own personal hand towel which they recognise and use to dry their hands. This helps to reduce the risk of cross-infection. Children automatically help themselves to disposable wipes to clean their hands particularly when playing outside. The childminder discusses the importance of appropriate hygiene routines with the children to develop their awareness of healthy practices. For example, children know that they should regularly brush their teeth particularly after eating sweet and sugary foods. Appropriate procedures are in place to ensure suitable care is provided if children are unwell. For example, the childminder has written consent to seek emergency medical advice or treatment if necessary and she is fully conversant with notifiable and communicable diseases and the relevant procedures. However, the childminder does not have a current first aid certificate therefore compromising children's health.

Children benefit from well-balanced, nutritional meals and snacks and are encouraged to make healthy choices. Children receive certificates for being a champion fruit and vegetable eater and count the number of portions they eat during the week. A fruit and vegetable fortnight encourages children to sample different tastes and textures most of which they have not tried before. Children try star fruit, mango, pineapple and guava which they enjoy but unanimously decide that they do not like avocado. Children have fun as they prepare and chop fruit for smoothies and fruit salad and use a juicer to make their own orange juice. Children go damson, strawberry and raspberry picking and sample their delights. Meals are social occasions where the children and childminder sit together to encourage positive social interaction. Sometimes children have a picnic and sit on a rug whilst pretending to be at the seaside. Children are able to help themselves to drinks throughout the day and enjoy a range of fresh fruit, raisins and finger foods at snack time.

Children join in a wide range of physical activities with enthusiasm. Children play outside in all weathers enabling them to have plenty of fresh air. They regularly walk to and from school and go on numerous outings and excursions. Children enjoy visiting the local water park where they enter into a world of make believe pretending to be Billy Goats Gruff and the Troll as they run over bridges or Little Red Riding Hood as they play in the woods. Children visit the local park and soft play area where they use a range of equipment to climb over and under and develop their coordination.

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

The provision is good.

Children play in a safe and well-organised environment where positive steps are taken to minimise risks. Risk assessments are in place for inside and outside the home to reduce any potential hazard and every consideration is given to ensure children are safe at all times. Safety issues are regularly discussed and explained to the children. For example, children know why it is important to wear high visibility vests when on outings. Planned activities further enhance children's knowledge and understanding of keeping safe. Children take turns to be the lollipop girl or boy and help the children to cross over the zebra crossing. Children playing in various wheeled toys recognise the sign and symbol for stop and wait accordingly. Children learn that they must stop, look and listen before crossing safely.

Children understand what to do in the event of a fire as emergency evacuation procedures are regularly practised, taking into account patterns in children's attendance. The childminder attends training to update her knowledge and maximise children's safety. Children are adequately protected from the sun as the childminder ensures that sun cream is applied and appropriate clothing worn. Children know that cream is applied 'because we might get sunburnt'.

Children are very well protected by the childminder who has a clear understanding in all aspects of child protection. Comprehensive and effective policies and procedures are in place to promote children's welfare. The childminder continually undertakes any relevant training regarding health and safety to enhance her practice and safeguard the children in her care. She is fully conversant with procedures should an allegation be made against herself.

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

The provision is outstanding.

Children settle into the environment exceptionally well and are happy, confident and eager to learn. They are involved in a stimulating and dynamic range of activities which are interesting and fun. Children are listened to and their communication skills are well promoted as the childminder positively responds to their gestures, sounds and questions. She has a very good understanding of how children learn and uses the 'Birth to three matters' framework most effectively to meet children's individual needs. Planning incorporates each of the aspects and components and detailed observations help to plan for the next steps in children's learning. Activities are adapted to ensure that all children can participate.

Children are totally absorbed and interested in everything they do and are confident to try new experiences. For example, children have great fun as they go on a 'bare foot' walk and experience a range of sensations underfoot. Initially they tentatively dip their feet in mud and then gain confidence as they squelch through a trough of it. They are surprised when walking over fir cones that they are not prickly but quite soft. Children are inquisitive and eager to learn and listen intently as the childminder talks about what they are doing. They thoroughly enjoy their visit to a local mine where they pan for gold and visit a mineshaft experiencing the life of a miner many years ago. Children show no fear as they travel in an enclosed cable car marvelling at the view of the surrounding countryside. When visiting the 'Animal Man' they touch and handle snakes and tarantulas and are fascinated with their size and colouring.

Children develop a wealth of mathematical and scientific concepts. They observe the narrow boats at the local canal comparing sizes and colours. They watch and learn how locks transport the boats up and down the canal. Great fun is had as children explore which objects are attracted to magnets and they learn how electrical circuits, switches, light bulbs and batteries work. Children are involved in a wide range of purposeful indoor and outdoor play activities that provide high levels of challenge, developing their imagination and curiosity.

Children enjoy simply playing with paintbrushes and water and watch as the marks they make on the paving slabs dry in the sun. A range of different sized cardboard boxes become a house, a rocket or spaceship and children frequently revisit these activities. A wide and diverse range of activities ensure that children have excellent opportunities to develop their social, emotional, physical and intellectual capabilities.

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

The provision is outstanding.

All children are made extremely welcome and the childminder ensures that each child is greeted individually. Each child is valued and included in every aspect of the daily routine. The childminder plans activities that are purposeful, stimulating and fun yet adapted to meet the individual needs of each child. She uses different strategies and resources such as persona dolls to develop children's confidence and ensure they are happy and settled. Consequently, children flourish whilst in the childminder's care and are extremely self-assured. There is a very good balance between planned and child-initiated activities and children respond to challenges enthusiastically. Children regularly initiate and dictate the course of their play which ensures that they are interested in what they do.

Children's behaviour is excellent due to the clear boundaries and positive role model set by the childminder. Children understand the difference between right and wrong and this is continually reinforced through daily routines and practices. For example, children automatically fetch a high visibility vest to put on before walking to school. Children explore feelings and discuss why it is important to be kind to each other such as caring for each other. Children happily share the resources and seek out toys for their friends. Children are never humiliated or criticised by the childminder who prefers to use praise and encouragement to make children feel valued.

Children have numerous opportunities to learn about themselves and others in the wider community. Imaginatively planned activities and a wealth of resources help children gain a very good understanding of cultural diversity and people's differences. Children observe and talk about dolls in various national costumes and clothes and learn why Iranian women for example wear a hijab. Children play with artefacts such as musical instruments, Egyptian jewellery and a worry doll from Guatemala. Children visit a local shop where they choose fabric and are measured up for a shalwar kameez. Well planned and varied focused topics further enhance children's awareness of different cultures, religions and disability. Children learn about Bastille day and taste foods such as croissants, brie, pate and garlic. Mexican Independence Day sees children making ponchos to wear and tasting the delights of their home-made sangria and chilli. Festivals and celebrations such as Holi, Raksha Bandhan and Navrati further develop children's understanding of cultural diversity.

Whilst the childminder is not currently caring for children with learning difficulties and/or disabilities appropriate strategies are in place to include all children. The childminder is proactive in ensuring that children's awareness of disability is incorporated in their play and learning. For example, children learn sign language and recognise a variety of signs and symbols.

The childminder shares information and liaises with parents closely to meet their child's development needs and enhance all areas of their learning. Daily diaries outlines children's progress and development supported by a wealth of photographic evidence. Observations are shared with parents of their children's progress in line with the 'Birth to three matters' framework. The information gives a vivid account of how the children spend their time whilst with the childminder and the stimulating range of activities they are involved in. Parents speak highly of the quality of care their children receive and of the safe caring environment where 'children's imagination knows no boundaries'.

## **Organisation**

The organisation is satisfactory.

Children benefit from a well-organised routine and an imaginative programme of activities. Children are very happy, comfortable and settled in the environment where their individual needs are met. The children spend their time purposefully and all activities are planned to enhance their play, learning and development. The childminder attends training courses to update her knowledge and understanding of childcare issues. However, she has not maintained a current first aid certificate which compromises children's well-being.

A comprehensive range of written policies and procedures are in place which address each of the National Standards and have a positive impact on children's safety and well-being. Children's records and contractual agreements with parents are maintained and regularly reviewed to ensure that information is correct. All documentation is shared with parents to keep them well informed about the service. A register accurately records children's attendance and the certificate of registration is prominently displayed.

Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the childminder was required to: improve fire safety by practising emergency evacuation; include business arrangements in contracts with parents. Regular discussions and practises take place to ensure that the children are familiar with emergency evacuation procedures, A written record is maintained of these. All contractual information is completed with parents and details of children's information maintained to ensure that children are cared for in accordance with parents and carers wishes.

## **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 satisfactory. 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 further the procedures to promote the welfare of the children by updating knowledge of first aid.

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)