

Inspection report for early years provision

Unique Reference Number	EY338767
Inspection date	27 September 2007
Inspector	Lynne Milligan
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 has been registered since September 2006 and may care for up to four children under the age of eight years. She currently has four children on roll. The house is in Stafford and is the home of the childminder, her husband and their two young children. The whole of the ground floor is used for childminding. There is a secure rear garden. The house is within walking distance of shops, schools and parks.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment, where good attention is given to ensuring that all surfaces are hygienic. Toys and resources are checked regularly for cleanliness. The childminder uses gloves and an apron when changing nappies and she disinfects the changing mat after each use, so that children are not at risk of cross-infection. They learn good hygiene routines regarding hand washing. In the home, they wash their hands in a wash basin, using liquid soap and their own named, colour-coded towel to reduce the risk of infection. Babies also have the opportunity to have their hands washed as the childminder wipes their hands after their nappy

has been changed. This helps children from a very early age develop good hygiene routines. The childminder has a current first aid qualification and she deals gently and efficiently with children's minor accidents. There are appropriate systems in place to record and share information about accidents, however clear procedures for administering medication are not in place. This has the potential to put children at risk.

Children are beginning to develop healthy lifestyles as they benefit from playing in the fresh air, as they visit Shugborough Hall to explore the museum or feed the chickens on the farm, and play on large equipment. They play regularly in the garden, using a very good range of equipment, including a swing, slide and wheeled toys. Children enjoy nutritious meals and snacks, mainly supplied by their parents. The childminder has discussed healthy eating and dietary preferences with parents, and she is careful to follow their wishes. Children are encouraged to maintain good fluid levels by drinking regularly, and fresh drinking water is always available.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children choose from a good variety of toys and resources, which the childminder checks daily, to ensure that they pose no risk to children. Toys for toddlers are stored separately from those for older children, so that small parts do not become a hazard. The childminder has a good understanding of safety issues ensuring that appropriate risk assessments are carried out, before minded children arrive. For example, she checks that the garden is free of animal deposits before children play outdoors. Children are closely supervised when playing in the garden which ensures their safety at all times. They play in secure premises, where locked doors and a fully enclosed garden prevent them leaving without supervision and allow no access to unauthorised visitors.

Children are very safe on outings. The childminder skilfully balances their need for independence with good systems and routines, which protect them from harm. She supports their awareness of road safety as she reminds them to stop, look and listen. Children's awareness is further promoted as she explains that they also need to do this when crossing busy car parks. Children know the childminder's clear routines, such as not jump on the furniture, to not run indoors and to keep little fingers away from dangers. Although the procedure to evacuate the building has not been practised with the children, the childminder has talked to them about fire safety and children are aware of how to exit the home in the event of an emergency. The childminder has a good understanding of safeguarding issues and procedures, having completed recent training. Children are therefore well protected from abuse or neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children thoroughly enjoy themselves as they take part in a variety of activities that promote their individual development. The childminder plans well to ensure that activities are interesting and stimulating, taking good account of the age and developmental stage of individual children. For example, children are happily engaged in a sorting game. They all sit together trying to guess what the different coloured textures on the blocks feel like. The childminder asks questions such as is it hard or soft, does it feel the same or is it different. Children are confident as they answer her, developing their language skills as they express their knowledge and understanding. The childminder interacts extremely well with children, always asking lots of questions about

what they are doing, encouraging them to share their thoughts and ideas. For example, children explore size and shape as they build a bridge out of blocks. The childminder asks them what shape it would be if she put two triangles together. The children look as she holds them up, puzzling over an answer, they then say 'it's a square'. As they chat about the different sizes of objects they discuss whether the car is long or short or if the bridge should be wider. Children benefit from a good balance of planned activities and self-initiated play. The childminder organises outings, such as to museums, country parks, and 'baby bounce and rhyme' at the local library; she plans activities at home such as baking biscuits which they decorate with coloured icing or baking bread. They sit and watch as the yeast makes the bread rise, saying its getting 'bigger and bigger'. Children enjoy being creative, using paint, dough or materials for cutting and sticking. They share books with the childminder or make marks with pens. They like to dress up as super heroes and they have access to a wide range of interesting toys. For example, they play with musical toys, engage in role play in the shop using scales and a till or play with dolls from different cultures. Children respond to the childminder's warm and effective interactions and they make good progress. She uses her clear understanding of their development, to constantly challenge and engage them. She is aware of the 'Birth to three matters' framework and has fully developed resources and activities to promote all aspects of children's development.

Helping children make a positive contribution

The provision is good.

Children are confident and show good levels of self-esteem. They have good relationships with the childminder and her family, and their individual needs are met well, ensuring they are happy and content. Care routines for babies and very young children are consistent with home in order to provide continuity, for instance sleep and feed times. Older children's self-esteem is promoted by encouraging them to set house rules based on care and respect for each other. Children are well behaved. They have good manners, saying 'please', 'thank you' appropriately. The childminder is consistently calm and soothing in her interactions, quickly recognising when individual children are becoming tired or frustrated, and intervening appropriately. This ensures that their needs are promptly met and supports good behaviour.

The childminder has a good understanding of equal opportunities and inclusion and promotes this well with children. For example, correcting older children should they use language that could be seen as discriminatory or excluding; encouraging a simple awareness of difference among younger children through the use of good resources, and exploring festivals that reflect a variety of cultural traditions. Although there are no children with learning difficulties or disabilities on roll, the childminder has a good understanding of how to meet children's additional needs and would welcome the opportunity to care for such children in the future.

The childminder works well with parents and carers to ensure the individual needs of children are met. Information is shared well and ongoing discussions take place to ensure that care is provided according to children's changing developmental needs. Most written permissions are provided where appropriate, for example, to seek emergency medical treatment in the event of an accident, and to go on outings. Policies and procedures that underpin the care of children are made available to parents, including the complaints process.

Organisation

The organisation is good.

The childminder meets the needs of the range of children for whom she provides. She works very effectively to provide a safe, clean and comfortable environment for minded children. They benefit from the family atmosphere created by the childminder, and from their inclusion in a group of children, all of whom receive good care. The childminder is appropriately qualified and has relevant experience from working in a nursery. Children benefit from her good organisation of time and resources and from the wide variety of play experiences which she provides. They enjoy very good individual attention. Children's care is effectively supported by most of the required documentation, including written policies and procedures. Registers are detailed and systems ensure that records are shared appropriately with parents.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration 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):

- practise the emergency escape plan with minded children
- obtain prior written permission from all parents before administering medication.

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