

Inspection report for early years provision

Unique Reference Number	207471
Inspection date	14 September 2007
Inspector	Jennifer Getty
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 satisfactory. 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 2002. She lives with her husband in Chesterfield. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The family has a cat.

The childminder drives and walks to the local school and pre-school to take and collect children.

She attends the local carer and toddler group and takes children to the local library and park.

The childminder is registered to care for six children at any one time and is currently minding 10 children, four of whom are over eight.

The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is sufficiently promoted. They are protected if they become ill because the childminder cares for them and comforts them until they are collected by parents. There is a fully stocked first aid kit, as well as a travel kit, which ensures children's needs are met if they have an accident. The childminder has appropriate procedures in place for the administration of medicine and recording accidents, promoting children's health needs. Children are well cared for in a warm and clean environment. They follow appropriate hygiene procedures for example, washing hands after using the toilet, before food and after playing in the park. Good hygiene practices are not consistently followed as all the children often share one towel and the changing mat for babies is not always cleaned after use. As a result, children are not always fully protected from the risk of cross-contamination.

The childminder provides healthy snacks such as fruit, sandwiches and jacket potatoes which promote the good health of children. They sit together at the table to eat or outside in good weather, therefore, helping children to develop good social skills. Children's dietary requirements are met and the childminder gathers important information about likes, dislikes and allergies at the beginning of their care.

There are plenty of opportunities for children to develop good physical skills. They walk to and from the local school daily and regularly go to the local park. This enables them to develop skills such as climbing, balancing and jumping as they play on the climbing frame, seesaw, slide and swings. The daily games of football mean that older children gain good coordination skills and learn to work in a team. Younger children have space to move and crawl around in the house. They confidently pull themselves up onto the settee and enjoy testing their skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and welcoming environment, helping them to feel settled and secure. There are a good range of facilities to promote children's development. The resources meet the needs of the varying ages and stages of development of the children. For example, there are train sets, cars, games, dolls' houses, bat and ball games, and board games. Younger children have toys such as musical instruments, wooden toys, soft skittles and dolls. There are books to suit all ages and a wide range of craft materials. Toys are checked regularly to ensure they are safe for children to play with.

The childminder takes positive steps to minimise hazards both indoors and outdoors because she carries out a thorough risk assessment daily. This is continued throughout the day, promoting children's safety well. For example, there are locks on all the cupboards around the house, electric socket covers are in place and toys are cleared away. Outdoors the childminder assesses the risks and ensures that the area is safe for play. The assistant occasionally takes children to school in the car and has all the appropriate documentation in place, as well as, having a good knowledge of car safety. As a result, children are well protected on car journeys. When walking with the childminder, children learn how to keep themselves safe because they discuss road safety and know to cross straight across the road quickly.

Children are protected because the childminder understands her role in child protection and is able to put appropriate procedures into practice if necessary. The childminder ensures that the assistant also has a good awareness of child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and developing good levels of self-esteem. They play happily and make themselves at home. The childminder plans activities for the various ages of children and sets them out ready for children to use. This enables children to become independent as they can choose between a variety of activities, toys and books. Children enjoy the time at the end of the school day when they can relax or be active in accordance with their needs or interests. Visits to the local parks and country walks help children learn about their environment. They also visit the local pet shop where they talk about the animals and learn about how to care for them. Older children thoroughly enjoy making tunnels and chutes for cars with pieces of guttering and tubes. In addition to this, they also develop their creative skills by making models with cardboard boxes. Children have good imagination as they make dens under the dining table and all ages play together.

The childminder's thorough knowledge of young children's stages in development in line with the 'Birth to three matters' framework has a positive impact on their learning and progress. They are frequently encouraged to become vocal through imitation and gestures. The childminder helps them to feel valued and settled as she listens and responds to their sounds. For example, children say 'brrrrr' for the sound of the cars they pick up. They laugh as the childminder copies them and are encouraged to make more sounds. They smile broadly as the childminder sings songs such as 'The runaway train' when they play with the train set and, as they play with the wooden ark, they enjoy the songs about animals. Children are very settled and feel comfortable in the care of the childminder.

Helping children make a positive contribution

The provision is good.

The children settle well because the childminder gathers excellent information about their individual needs at the beginning of their care, for example, their religious or cultural background, favourite toys, likes and dislikes. Information about babies include their starting points such as whether they can hold a cup. There are excellent settling-in procedures which allow parents to stay with their child for a few sessions. This helps children feel secure. Children develop strong relationships with the childminder through the positive interaction with each other. They are learning about the wider world through discussion with the childminder about different cultures and through books. The childminder is a positive role model and children learn to respect others and their differences. Children with learning difficulties and/or disabilities are well supported because the childminder has a sound awareness of working with parents and outside agencies. Children from different ethnic origins are warmly welcomed.

Children understand responsible behaviour. There are appropriate behaviour management strategies in place which are age-appropriate. Children respond well to praise and encouragement and learn to take responsibility for their behaviour.

They receive consistent and appropriate care because the childminder has a positive relationship with parents. Policies and procedures are discussed and agreed at the beginning of care and

parents learn about their child's care through a daily exchange of information. Children are collected safely by people known by the childminder, promoting children's safety and welfare.

Organisation

The organisation is satisfactory.

The childminder organises resources well to promote children's independence and learning. Time is managed effectively to meet the needs of the different age groups and promote their well-being. Children are cared for by adults who are vetted, promoting their safety. The childminder ensures that the assistant has full knowledge of child protection and health and safety policies, as well as, obtaining parental permission for children to be left in the assistant's care when travelling to school.

Documentation is generally well organised. However, the childminder does not hold a current first aid qualification which is not compliant with National Standard 1. This potentially compromises children's health and means that the overall judgement can be no more than satisfactory. The daily register accurately records the children's times of arrival and departure, promoting their safety and welfare.

Improvements since the last inspection

At the last inspection the childminder was asked to make sure that electric sockets are made safe.

Children's safety is promoted because the childminder ensures that electric socket covers are in place in all areas accessible to children as part of the daily risk assessment.

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 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):

- complete an appropriate first aid course that includes training in first aid for infants and young children

- ensure that hygiene practices are implemented consistently to protect children from the risk of cross-contamination, with reference to the hand washing and nappy changing procedures.

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