

Inspection report for early years provision

Unique Reference Number	256478
Inspection date	21 August 2007
Inspector	Georgina Emily Hobson Matthews
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 1996. She lives with her husband and two children aged seven and 12 years in a town close to Norwich, in Norfolk. Local schools and parks are nearby.

Children have access to the ground floor of the childminder's home and an enclosed garden is available for outdoor play. The family has two cats. The childminder walks to local schools to take and collect children.

The childminder is registered to care for five children at any one time and is currently minding seven children, all of whom attend on a part-time basis. She is a member of the National Childminding Association and regularly attends a local childminding group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well. They are cared for in a warm, clean environment and protected from becoming ill as the childminder displays good hygiene practice. She has effective

systems in place to prevent the spread of infection and to take appropriate measures if children are ill. Children's welfare is promoted as the childminder can respond to accidents appropriately. She holds current first aid training and a first aid box is well-stocked and easily accessible. Cross-contamination from pets is safeguarded. Arrangements are in place for feeding animals when children are not present and for preventing them from fouling any areas used by the children.

Children develop an awareness of healthy eating as the childminder offers them snacks of fresh fruits. They discuss nutritious options with the childminder on visits to local farm shops. Although parents provide packed lunches the childminder discusses the contents with them in order that each child receives a healthy diet. Special dietary requirements are identified prior to the commencement of care to ensure that parents' wishes and any religious needs are met and that no child is at risk from a reaction to food. Children are able to access drinks at all times in order to keep well hydrated.

Children develop a positive attitude to exercise. They walk to and from school each day and have plenty of opportunities to explore a variety of physical movements. The childminder talks to the children about the importance of exercise and encourages them to develop their large physical skills. They learn to move with control and co-ordination on scooters and small cars, as they use hoops and skipping ropes and as they dance and copy yoga postures with the childminder. Children practice how to throw, catch and manipulate balls in the garden and in the park. They hone their manipulative skills as they explore with sand, water, dough and a variety of utensils. Children can rest or sleep according to their individual needs on sofas or in a travel cot.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe, indoor and outdoor environment. They have plenty of space for free movement and well spread out activities and there is adequate storage space for equipment. Children use a wide range of developmentally appropriate, safe and suitable equipment.

Children's safety is fostered as the childminder has assessed the risks within her home and carries out an ongoing risk assessment to reduce hazards and to minimise the risk of accidental injury to children. Robust procedures are not in place, however, to ensure children's safety on the large trampoline. Children learn to keep themselves safe as they are provided with clear explanations about safety issues within the setting and outside. Their awareness of road and fire safety is raised by the childminder and they learn of how to stay safe in the sun.

Children are safeguarded as the childminder is aware of her responsibilities in the area of child protection. She has updated her training recently and has a secure understanding of the procedures to follow if she has child protection concerns. She has sound systems in place to release children into the care of other adults in the event of an emergency.

Helping children achieve well and enjoy what they do

The provision is good.

Children are offered a varied and stimulating range of activities and enjoy their play. They show interest in what they do. Children sit together and make models with dough. This is a very sociable time with lots of chatter and the older children support the younger ones. Respect is

shown for each other as the children sing along to songs with microphones. They sit quietly, listen to each other and await their turn. Concentration is shown as the children play with puzzles and complete jigsaws. Younger children look at books with the childminder and are able to recognise characters and to find them on different pages. Children use their imagination during a 'tea party' as they offer each other milk, sugar and biscuits. They have lots of fun as they dance. Older children introduce new steps and hand movements for the little ones who laugh with delight and pride as they manage to copy the others.

Children are happy and at ease in the childminder's care. She creates a calm atmosphere and includes each child in the activities. The childminder is affectionate and shows interest in the children's news and ideas. She works at their level and offers support and praise. As a result, children develop confidence and self-esteem and form positive relationships within the setting.

The childminder has a good understanding of the 'Birth to three matters' framework and uses this to plan activities for the under threes. Children, therefore, are involved in a broad range of activities which support their development and learning.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging in the childminder's home as the childminder and her family provide a warm welcome. Children are able to access a range of resources and to play in comfort. Their individual needs are identified prior to the commencement of care. Children are valued and treated with equal concern and the childminder adapts activities to accommodate their differing developmental needs.

Children are developing positive attitudes to diversity as the childminder includes images of the different people that make up our society within her resources. They become familiar with their local community on outings to other childminder's homes, the park and shops and to events at school. They become aware of the wider society on trips to a local zoo, a roller skating park and an indoor play area. The childminder has an awareness of caring for children with learning difficulties and/or disabilities.

Children behave very well and play happily together. They share resources, negotiate and co-operate with each other during games. Children understand responsible behaviour and can distinguish between right and wrong. The childminder has established consistent guidelines and uses positive behaviour management strategies that are appropriate to each child's level of understanding and maturity.

Children are supported well in the transition between home and the childminder in order that they are secure. Comprehensive, informative statements regarding the childminder's practice are provided to each set of parents. The childminder's certificates and posters about childminding are displayed in the porch. Children's ongoing progress is supported as the childminder provides opportunities at the beginning and end of each day to share information regarding the children. She maintains and shares journals with parents about the younger children's days in order to meet the needs of the children. Parents' satisfaction is reflected in their very positive feedback.

Organisation

The organisation is good.

Children benefit from the care of an appropriately vetted and experienced childminder. They are never left alone with anyone who is not vetted. Children's progress is enhanced as the childminder accesses childcare workshops to improve her practice. Documentation to promote the welfare and care of the children is organised well and stored securely to ensure confidentiality.

The childminder organises her home effectively to accommodate children's play. They are able to move around easily and safely and to access equipment in a well-prepared environment. Main play takes place in the sitting room and children are able to play with construction materials or large puzzles on the floor or to rest and look at books on sofas. A child-sized table and chairs are provided for the younger children and a dining table and chairs are available for craft activities and meals. Overall children's needs are met.

Improvements since the last inspection

At the last inspection, the childminder was asked to continue plans to update training. She has attended several workshops in order to update her knowledge and to support children's well-being.

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 risk assessment with reference to the large trampoline.

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