

Inspection report for early years provision

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<b>Unique Reference Number</b>	224434
<b>Inspection date</b>	12 September 2007
<b>Inspector</b>	Maxine Williams
<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 was registered in 1994. She lives with her husband and teenage son in Tunstall, Stoke-on-Trent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child under five all day. She also cares for children aged eight and over before and after school. The childminder walks to local schools to take and collect children and attends the local parent and toddler group.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children enjoy a wide range of activities, which contribute to their good health. Children discover, use and increase their physical control in exciting daily indoor and outdoor experiences. Garden games and regular visits to local playgrounds and attractions help to progress children's physical abilities. For example, younger children enjoy weekly visits to a local leisure centre,

where they are able to take part in swim and splash sessions, with lots of buoyancy aids in shallow water. They develop knowledge of the way activity has an effect on their bodies and all are able to rest and be active according to their needs. Children are cared for in warm, clean surroundings. They progress well because the childminder follows effective policies and procedures which meet the children's health, dietary and physical needs. The childminder follows regular hygienic routines by ensuring that children's hands and faces are cleaned before meal times and after outside and creative play sessions. This means that children begin to develop an understanding of the importance of good hygiene.

The childminder follows appropriate procedures for the recording of accidents, although parental consent to seek emergency medical advice or treatment has not been obtained. There is a first aid box available and the childminder has completed an appropriate first aid course. The childminder works in partnership with parents to ensure that sick children are cared for and treated appropriately, while reducing the risk of infection to other children. Children begin to understand the benefits of a healthy diet and making healthy choices. They are offered a choice of drinks and snacks throughout the day. The childminder takes account of the wishes of parents and the children's preferences to provide healthy meals that appeal to the children and meet their nutritional needs. The childminder's sound knowledge of healthy eating and good nutrition guidelines contributes significantly to children's understanding of a healthy lifestyle.

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

The provision is satisfactory.

Risks of accidental injury to children are minimised because the childminder assesses the environment to reduce possible hazards. This means they are able to move around safely, freely and independently. The childminder has a suitable understanding of how to achieve a balance between freedom and setting safe limits. She gives a good priority to promoting children's understanding of how to keep themselves safe and to maintaining children's safety outside the home. This means that children learn about potential dangers and develop their knowledge about how to protect themselves from harm.

Children are comfortable and settled in the childminder's home, they select activities from a satisfactory range of high quality, developmentally-appropriate resources, which meet safety standards. These are organised effectively in storage containers at an accessible height to encourage independent access. The childminder has a thorough awareness of the signs and symptoms of abuse and is confident to report concerns. She has attended training in child protection which ensures that she fully understands her responsibilities in protecting children from harm.

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

The provision is satisfactory.

Children are cheerful and at ease with the childminder. They respond well to each other and interact with other children during regular visits to local toddler groups. Children develop their independence as they choose between an assortment of toys, books and activities, which are interesting and appealing. Children's budding communication skills are developed through interesting and stimulating conversations. They enjoy playing with interactive musical toys; the childminder encourages children to find the animals and people, to repeat the name after her and make the sounds of the animals. The youngest children make good progress because the childminder recognises the uniqueness of each child. Close and considerate relationships

provide children with a healthy dependence on the childminder, while enabling them to develop a strong sense of self. They often approach the childminder for cuddles. The childminder has a satisfactory awareness of the array of experiences children enjoy taking part in. However, she has not yet accessed any training, which may improve her knowledge of the types of activities which facilitate children to make better use of their intellectual and imaginative capabilities.

Children begin to make sense of the world and express their ideas as they participate in an assorted range of creative, sensory and physical experiences. For example, one-year-old children concentrate well as they manoeuvre beads around the bead maze, trying to get all of the beads to one end. They squeal with delight as they bounce up and down on the trampoline and run from one side to the other, while their well-being is protected by the safety net and the childminder's constant supervision. Children are given lots of individual attention to help them feel comfortable and more confident. All children benefit from close physical contact with the childminder, who gives them lots of smiles and continuously talks to them. This helps them develop their sense of trust.

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

The provision is satisfactory.

The childminder supplies a variety of activities and resources to encourage a positive outlook to the wider world and raise children's knowledge of diversity and their understanding of others. The children have an assortment of opportunities to find out about themselves and each other, and to gain knowledge of the wider world through planned activities, visits to playgroups and outings to local places of interest. For example, the childminder provides activities to celebrate a range of cultural festivals, such as food tasting with chopsticks for Chinese New Year and dressing up in a variety of outfits for Halloween. The childminder ensures that she offers appropriate support and experiences to all of the children in her care and has a secure knowledge and understanding of learning difficulties and disabilities. This means that she is proactive in ensuring that her childminding practice is accessible and available to children with additional needs.

Children's understanding of right and wrong is increased as they respond to gentle reminders to care for the childminding resources and each other. Clear behaviour management methods implemented by the childminder help children to develop their understanding of appropriate behaviour and they respond well to the boundaries set. Children make themselves at home, confidently choosing activities and letting the childminder know when they want to go outside to play. They increase self-esteem and confidence as they present their views and make choices and decisions. The childminder actively seeks parents' views on their child's needs and interests before the child starts at the setting, and on a regular basis during their time there. She promotes positive relationships with parents by arranging to meet them socially to discuss their children's progress and highlight any concerns.

### **Organisation**

The organisation is satisfactory.

The children are comfortable and feel secure in the well-ordered surroundings. Indoor and outdoor space is organised well to provide extensive play opportunities for children. This enables them to initiate and extend their own play and learning. The childminder successfully uses the policies and procedures to support the well-being, care and learning of children. She frequently

shares information with parents to keep them up to date about her services and their child's development. This promotes stability and continuity in the children's care. All legally required documentation is in place and appropriately maintained. Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection it was agreed that the childminder should improve written permission from parents. Permission to transport children in a vehicle is now in place. However, written permission to seek emergency medical advice or treatment in an emergency has not been obtained. This has been carried forward as a recommendation.

### **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):

- obtain written consent from parents to seek emergency treatment or advice
- develop knowledge and understanding of the needs for children under five, for example through accessing training on the Early Years Foundation Stage.

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)