

Inspection report for early years provision

---

<b>Unique Reference Number</b>	251141
<b>Inspection date</b>	13 December 2007
<b>Inspector</b>	Emily Alderson
<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 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 1994. She lives with two sons in a residential area of Ipswich, close to shops and local parks. All areas of the house are used for childminding. There is a rear enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding 11 on a part-time basis. The childminder walks to local schools to take and collect children and attends local toddler groups. The family has a pet guinea pig.

The childminder supports children with learning difficulties and/or disabilities. The childminder is a member of the National Childminding Association and has completed the Suffolk Quality Assurance Scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children attend a setting with good health and hygiene practices. The childminder has completed a food hygiene course and follows the appropriate procedures to ensure that a high standard is maintained. Cross-infection is minimised as the childminder has good nappy changing procedures in place, she wears gloves, cleans the mat after use and hygienically disposes of the nappies. The childminder has a cot for children who need to sleep, the linen provided is changed after each use. Children learn to understand simple good health and living at the setting. The childminder uses cooking activities as a good way of explaining about germs and the importance of washing hands and as a result children wash their hands before eating and after toileting.

Children receive care when they are ill or had an accident because the childminder has completed first aid training and is able to care for the children responsibly. The childminder has several first aid boxes which are readily available, however, the contents are not determined by the first aid training course. Consequently the childminder may not have the appropriate resources to deal with all situations. Should a child have an accident at the setting it is recorded in the accident book and shared with parents. Parents give prior written permission for the childminder to administer medication, any given is recorded and parents sign to acknowledge the entry. If a child becomes unwell at the setting the childminder asks the parents to collect them and keep them at home until they are fully recovered they are informed of the length of time via the childminder's policy and the communicable disease chart.

Children's physical play experiences are well promoted as the childminder has a large garden, which children are encouraged to access. It is well resourced and includes a swing, a slide, bikes, cars, butterfly nets, paddling pool, sand pit. Activities are often carried out in the garden especially in the warmer weather. In addition the children often walk to the local school and pre-school and regularly visit the local park. Children's hand and eye co-ordination is developing through using resources such as paint brushes, pencils and making puzzles.

Children have their health and dietary needs very well met and increase their understanding of healthy living at the setting because the childminder encourages them to eat healthy nutritious food. Children's needs differ with some children requiring a home cooked meal, others a light snack and some bring in a packed lunch. Home cooked meals are freshly cooked and includes sausages, potato bake, different meats roasted, pizza, risotto. The childminder also provides snacks for the children which usually consist of raisin bread, cheese on toast, a selection of fruits and yoghurt. Drinks are provided throughout the day. All children's dietary needs are taken into account and the food provided is according to parents' wishes as detailed on the child's registration form.

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

The provision is good.

The environment is warm and welcoming for children, parents and carers as the childminder's home is an inviting setting for children as their work is proudly displayed on the walls. Children mainly play in the lounge and dining room and use the kitchen for crafts and at meal times. The childminder has a very good range of resources catering for all ages and abilities of the children who attend. Some toys are stored in low level baskets so that the children can freely

access them both in the lounge, dining room and in the hall. However, the majority of the resources are stored in the garage. The childminder rotates them on a daily basis to enable children to experience a full range of activities. Children use very safe and suitable equipment as the childminder ensures that all toys are regularly checked and anything damaged or unsuitable is removed. The toys are regularly washed and cleaned.

Provision arrangements meet all health and safety guidelines because the childminder assess all hazards in her home and has actively taken steps to minimise the risks. For example, the plug sockets are covered and access in and out of the building is secure as all doors are locked. The childminder uses stair gates to cordon off different areas of the house. For example, if the older children want to play with resources which are not suitable for the younger children, a stair gate is used to enclose the older children in one of the rooms preventing the younger children from entering. Children are learning to keep themselves safe as the childminder regularly discusses road safety with them as they are often out on walks. The children know to stop, look and listen before crossing the road.

In the event of a fire children are well protected as the childminder has a well thought out procedure in place. They regularly practise fire drills and the older children take turns at being responsible for setting off the alarm so that the childminder is unaware of when it will take place. Once evacuated the childminder would congregate in the front garden and ensure that her mobile phone and children's contact details are with her. In addition precautions are taken with smoke alarms fitted all around the house and a fire blanket easily accessible on the kitchen wall. Children are very safe on outings because the childminder ensures that children use appropriate harnesses when being transported in the car in line with current legislation. When on walks younger children are always in a pushchair with older children walking sensibly beside the childminder. The childminder has a lost child policy which details the steps to be taken in an emergency. Children's welfare is safeguarded and promoted because the childminder fully understands her role in child protection and is able to put appropriate procedures into practice when necessary. The childminder has attended safeguarding children training and has a written policy in place so that parents are aware of her duties. The childminder has literature to guide her and keeps herself fully up to date by attending courses. A confidential incident book is available should a concern arise about a child.

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

The provision is good.

Children are encouraged to be confident and develop their independence by the continuous praise and support offered to them by the childminder. The childminder spends time talking and listening to the children and clearly knows each child very well knowing their likes and dislikes and favourite activities. The children have clearly built good relationships with one another and with the childminder. It is evident when they arrive at the setting as they happily settle in, choosing an activity and waving goodbye to their parents. Resources are provided in low level boxes so that children can help themselves. The childminder provides the children with a range of resources including books, puzzles, construction, cars, musical instruments and dressing up clothes. The childminder selects daily resources although children accompany her into the garage so that they are able to see what is on offer so that they can select what they would like.

Children show an interest in their activity when they are provided with fun and meaningful activities. The childminder plans daily activities for the children covering all areas of learning. The childminder has a written plan which notes the different festivals, children's birthdays,

individual children's interest and the time of year. For example, in autumn the children would be looking at trees and how they change or making Christmas cards in December. Although the childminder has activity ideas over the term there are no rigid plans in place. The childminder concentrates more on spontaneous activities such as an event in the children's lives or finding a birds nest. There is a good balance of child-initiated and adult led activities. Children are consulted on what they want to do and make choices about the resources they want. Children enjoy participating in cooking activities, art and crafts, gardening and music. They particularly enjoy looking at photographs of themselves on the television. In addition the childminder takes the children on outings to toddler groups, farm parks, adventure play grounds and meeting with other childminders, all of which add to the children's experiences and furthers their learning.

They are encouraged to try new activities as the childminder role models the activity, joining in, always at hand offering support and guidance. For children who are shy and need encouragement the childminder asks them questions such as 'I am not sure how to draw a house could you show me?'. Questions such as these encourage all children to be involved and use their initiatives. As children self-select they are engaged in their chosen activity. Younger children enjoy tipping the resources out of the boxes and pottering around the house investigating their surroundings. The childminder offers good care for children under three years of age. She uses some aspects of the 'Birth to three matters' framework to guide her activities. The childminder is very aware of how children develop and provide activities using observations to determine what stage of development each child is at providing them with activities and resources to further their learning.

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

The provision is good.

Children are very well included and their differences acknowledged because they are all given the opportunity to share their experiences. The childminder makes time to have one to one discussions with the children as well as group talks. Meal times are sociable occasions as all the children sit together talking about their day or their weekends. The childminder helps them to feel valued by offering lots of praise and encouragement, developing their self-esteem. Children clearly have a sense of belonging at the setting as they help themselves to the resources on offer. Each child's birthday is celebrated helping them to feel very special. The children and the childminder share personal experiences for example, if a child has been on a holiday parents bring in the photographs so the child can share them with the rest of the group. Children are in touch with their local community as they are often out on walks, visiting the library and toddler groups. Children learn very well about diversity as the childminder provides resources which positively reflect all aspects of diversity. Different festivals are planned and activities carried out include celebrating Eid, Chinese New Year and harvest festival amongst others. The childminder has a well written equal opportunity policy which is reflected in practice.

The childminder has a very positive approach to caring for children with learning difficulties and/or disabilities. The childminder is very confident that she could identify a developmental issue and has had experience of working with children who require additional support. She has attended a range of training to further her knowledge and understanding. The childminder has a list of professionals to contact and would work closely with the parents to meet the needs of the child. Children understand appropriate behaviour because the childminder is a positive role model. When children start at the setting the childminder spends time talking to them about the boundaries and rules. For example, explaining the safety rules of wearing a seat belt when using the car. The childminder helps the children to understand the consequences of their actions through the discussions that take place and through open-ended questions. The

questions encourages them to think about their answers reflecting on their feelings. Parents are informed of the childminder's procedures through the written policy.

Children are cared for by a childminder who works with parents to meet their individual needs and ensure that the child is always fully included in the setting. Parents initially receive information about the setting through an information form, the setting information folder and through the very well equipped notice board. They provide the parents with information about the childminder, her facilities, policies, meals and activities offered amongst other things. They are invited to visit the setting and a flexible settling in time is offered to the children depending on their individual needs. Parents are asked to provide vital information about their children via a registration form to enable the childminder to provide good care for them. The childminder keeps the parents fully informed through daily discussions and younger children have written daily diaries. The childminder takes photographs of the children participating in a range of activities, she provides parents with copies of these and copies are also kept in a photo album so that new parents and children can see. Parents are fully informed about how to make a complaint via the setting's policy.

## **Organisation**

The organisation is good.

Children are cared for by a safe and suitable adult as the childminder has been fully vetted and deemed suitable to work with children. The childminder ensures that the needs and welfare of the children in her care is her first priority by ensuring that all adults who come into regular contact with the children are suitable to do so. The childminder demonstrates a good understanding of the National Standards and her responsibility to comply with these and the conditions of her registration. The childminder has completed a BTEC national diploma in early years care and education. She places an emphasis on her professional development and keeps herself updated by attending courses. These include sign language, treasure baskets, gismos and gadgets, rhyme, rhythm and beat, safeguarding children, food hygiene, first aid and early years foundation stage amongst others. In addition, she attends network evenings held by the local authority to gain further knowledge to improve her practice.

The childminder organises her home to provide a good environment for the children. The space is very well used and children have lots of space to freely and safely move around. The children access the lounge and dining room where they enjoy playing with the resources. The kitchen is used for art and craft activities as well as where the children eat their meals. Children can also access a downstairs toilet and the enclosed garden.

Children's well-being is promoted by organised records and policies. The childminder maintains an accurate register detailing the children's arrival and departure times. The setting has written policies in place so that parents are made aware of how the setting operates. The childminder asks parents to provide information on their child's dietary and medical needs, emergency contact details amongst other information. In addition, she seeks consent from parents for their children to travel in a vehicle, go on outings, apply sun protection, administer medicine, take photographs, observations and emergency advice and treatment. The childminder has a very well written operational plan in place providing the reader with a useful insight into the setting. All records are stored confidentially on the premises.

Overall children's needs are met.

## **Improvements since the last inspection**

Not applicable

## **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):

- ensure that the contents of the first aid box is determined by the first aid training course.

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)