

Inspection report for early years provision

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<b>Unique Reference Number</b>	260511
<b>Inspection date</b>	17 August 2007
<b>Inspector</b>	Sandra Hornsby

<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 has been registered since June 2001. She lives with her husband and three children aged 17, 15 and eight years. The family live in the village of Moulton Seas End, near the market town of Spalding. All areas of the property may be used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for five children at any one time and is currently minding 15 children all of whom attend on a part-time basis, before and after school and during school holidays. the childminder is able to take and collect children from the local school, and she attends toddler groups and music sessions every week.

The family keep a dog and guinea pigs as pets.

The childminder is a member of the National Childminding Association

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children are welcomed into a warm and friendly home. There are good practices in place that support children's understanding about personal care. For example the childminder routinely uses anti-bacterial hand gel, wipes and tissues to limit the spread of infection and germs. Older children spontaneously wash their hands before and after they have eaten and use separate towels and flannels to prevent cross-infection. Children participate in the cleaning routines. They make their own hand wash liquid in a special dispenser and they offer to wipe the tables before and after they have snacks.

There are a number of documents that support the childminder's work and further protect the children's health. For example, there is a written sick children's policy and information about communicable diseases available to parents. The childminder records all medication and accidents and she has written permission to seek emergency medical treatment and give Calpol. This means she is able to maintain the good health of children, make them comfortable if they feel unwell and offer consistency of care. Children's health is further protected as the childminder has relevant first aid training and has undertaken additional courses for specific emergency situations, for example anaphylactic shock and allergies.

The children enjoy their meal times where they jointly decide on the snacks and meals as a group and sometimes help prepare them. For example children bake cakes and biscuits and make pizzas and sandwiches. Although the parents sometimes supply food the childminder offers healthy interesting and suitable snacks, for example, turtle and train shaped sandwiches, wraps, fruit, cereals and yoghurts. Children enjoy their meals and older children independently feed themselves with finger foods and use cutlery confidently. The babies and younger children sometimes have opportunities to feed themselves, especially with finger foods, but it is inconsistent. They are not being encouraged to develop the use of spoons and forks regularly, hindering the development of their skills and independence. The childminder uses various projects and posters to introduce children to healthy eating. This encourages them to take an interest in what they eat. Children can monitor on a poster how many pieces of fruit and vegetable they have eaten towards their 'five-a-day'. They are introduced to fruits and tastes, such as sweet and sour, to stimulate their senses and taste buds and keep them interested in healthy food.

Children have the freedom to explore the outside play area that offers lots of physical play opportunities, for example swings, balls, bikes and scooters. Children benefit from regular trips to the park where they run about, play football and use larger equipment. Children are developing their co-ordination, balance and stamina. Young children are encouraged to develop crawling and early walking skills. Toys and equipment are available that help young children and babies move about, balance and pull themselves to stand, helping them to develop confidence and mobility. Children actively use the equipment and enjoy playing outside.

Young children are well cared for. They benefit from an individual settling-in process which meets their needs and helps children to feel safe and secure at the childminder's home. Children and childminder demonstrate a warm and comfortable relationship where young children and babies are offered cuddles, eye contact and reassurance. Routines recorded by parents are followed by the childminder to provide young children with continuity of care, these include rest and food, likes and dislikes.

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

The provision is good.

Children play in a warm and welcoming environment. They have access to a wide range of interesting and stimulating toys and equipment that are appropriate to their age and stage of development. Good organisation allows children to eat together at a table regardless of their age, allowing children to have fun, and enjoy social meal times. Children use different areas within the house and the kitchen to play with toys that may not be suitable for all children allowing children to make their own choices and use different play materials.

Toys and equipment are clean, safe and age-appropriate and are stored within easy reach of the children. Older children understand about keeping the babies safe and only using small equipment when they sleep or at a table, and they understand about keeping themselves safe. Children automatically wash their hands after some activities such as handling the snail aquarium and before cooking. Good regard is given to safety and children are learning about keeping themselves safe. Children explain about the dangers of cooking and what activities are appropriate for them to carry out. For example, the use of the cooker when baking, is for the childminder to handle not the children.

The childminder's vigilance and awareness of safety issues minimises risks and helps to ensure children's safety on and off the premises. Fire precautions and safety is addressed regularly and children participate in the regular checking of the smoke detectors. Children are kept safe on trips, as children are appropriately restrained when using car seats and buggies and older children understand they hold hands when walking along the road.

The childminder shows good knowledge and understanding of child protection issues which helps to protect children from harm and neglect. She is clear about the procedure to follow if she has concerns regarding a child's welfare. Appropriate policies and procedures are in place and easily accessible.

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

The provision is good.

Children enjoy taking part in a wide variety of play opportunities and experiences. The childminder offers the children choices and the freedom to make their own decisions about what they do. The home is well-organised and children can safely access the indoor activities and the garden. Children enjoy examining natural items and nature such as snails in an aquarium. They showed great excitement as they observed their egg laying and food and toileting habits of the snails.

Children have frequent opportunities to develop their social skills and enjoy playing with other children. They enthusiastically plan a play and dress up in elaborate dressing up clothes. Older children help the younger ones to put the costumes on and give them parts in the play. The childminder organises regular outings most days to toddler groups, the library, shopping and the park. Consequently children develop social skills and sharing and turn taking while they play alongside other children.

Children show ease with their surroundings as babies sing to themselves and they all access resources confidently. They are encouraged to be creative and expressive, while she supports the less confident children with special toys, this helps children to communicate fears and

anxieties to the puppet 'rabbit in the cabbage', which helps them slowly build up and develop confidence with new experiences and tasks.

Babies and toddlers are very well stimulated as they experience different textures and tastes and use their senses to make sense of the world. For example babies listen and shake objects to make a sound, they taste different foods and feel different textures stored around the childminder's home. They are learning to communicate effectively as they interact skilfully with the childminder and make themselves understood. During changing routines babies sing and dance to the rhythm of the music that plays. The childminder understands the needs of the baby and offers food and sleep when they need it.

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

The provision is good.

Children are confident and demonstrate positive self-esteem. Children respect themselves and understand each other's needs and limitations. For example the older children happily support and help the younger children with more difficult tasks and include them in their more complex games. Children have a sense of belonging and they are included and settled in the childminder's home.

Children's individuality is respected and valued. The childminder helps children to settle by asking parents for information concerning routines and individual needs. This guarantees she has good knowledge of each child which contributes considerably to the children's well-being while in her care. For example babies routines are followed so they are able to sleep and eat when they need to.

Children are offered regular opportunities to appreciate and understand diversity. Children acknowledge world festivals, they have access to resources that promote and explore differences, for example what food children around the world eat and they use equipment and have access to a selection of books. The childminder is aware of supporting children's understanding and curiosity about diversity.

Children with learning difficulties and/or disabilities are well supported. The childminder ensures she includes all children in her care by being aware of their difficulties, their age and stage of development. The childminder has developed her system to facilitate team work between parents, professionals and herself, to ensure she is able to provide the best care and support for the children.

Children's behaviour is good. Children manage their behaviour well and there are simple rules that they are aware of and respect. For example, blue boxes are for older children's use as they are dangerous for younger children. Children show care and concern for each other and older children help the younger children. Regular group play help children learn social skills, sharing and turn-taking, which helps children to play harmoniously.

Partnership with parents is good. Parents provide appropriate and relevant information about their children. This helps to ensure children receive individual care and attention. There are formal and informal systems in place to help childminder and parents communicate. The childminder completes a diary which informs parents about their child's day and they verbally share information at the end of each day. Parents also see records of their child's progress and development, as the childminder keeps observations about key steps in children's development, for example when they take their first steps. Parents too can record their home events in the

diary which helps to keep both the childminder and parents up-to-date, aware of changes and provides continuity of care.

## **Organisation**

The organisation is good.

Children benefit from the relaxed and informal setting that is offered, where they receive good support to help them feel safe and secure and where they receive a caring approach from the childminder. It is well-organised allowing children the freedom to move about and make decisions about their play. The childminder takes her role seriously and attends a variety of courses which reflects her commitment to providing a safe and stimulating environment and her aim to continue improving the quality of care for the children.

There are a large selection of written policies and procedures that guide the childminder in her daily practice. This ensures children's needs are met and all relevant information is shared with parents. A good two-way flow of information ensures continuity of care.

All regulatory documents are in place supporting the care and welfare of the children and guarantees the safe and efficient management of the childminder's service.

Overall the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the childminder was asked to request written permission from parents to seek emergency medical treatment and share information about the attendance of sick children. The childminder has addressed these recommendations and has all documents readily available. She has written policies and shares them with parents. This promotes children's health and welfare and supports working in partnership with parents.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection 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):

- provide consistent opportunities to develop and support babies and young children's independence at meal times.

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)