

Inspection report for early years provision

Unique Reference Number	EY293023
Inspection date	01 August 2007
Inspector	Ann Winifred Harrison

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 2004. She lives with her husband and three children aged 10 seven, and five years in Burntwood, Staffordshire. The whole ground floor and the main bedroom of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time and is currently caring for three children under five years and one child over five years on a part-time basis. The childminder drives to the local school and pre-schools to take and collect children. The childminder is a member of the National Childminding Association and is part of the local childminding network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for in a clean and very well-organised home. They learn the importance of hygiene through daily routines and discussions with the childminder. They wash

their hands before eating and after toileting and they know that germs may make them poorly. Independence is encouraged, as children access the bathroom independently and use their own towels. This promotes their self-care and reduces the risk of cross-infection. Accident and medication records are in place, appropriate treatment is given and parents' signatures and consents have been obtained. Procedures in case of illness and who to contact in case of emergencies are fully detailed. This information helps to ensure appropriate action is taken to care for children who are injured or become ill. The childminder is aware of her responsibility regarding reporting communicable diseases, however, she is not aware of all the current conditions which are notifiable. This means children are not fully protected.

Children benefit from a healthy diet because the childminder plans her menus to ensure their food is nutritious. She consults the children about what they would like and talks to them about the benefits of healthy eating. For example, they look at topics like 'Healthy eating, fun and fitness', where they talk about the importance of food and exercise to help keep their hearts healthy. The childminder explains to them that healthy food gives them energy to run and play. Meals are freshly prepared and include foods such as tuna, egg sandwiches or beans on toast. They are offered drinks throughout the day and a good selection of healthy snacks, which include fresh fruit, and vegetable sticks. Sweet foods are kept to a minimum as occasional treats, such as making chocolate crispie cakes for a birthday party. The childminder takes account of parents' wishes, through discussions and the children's individual record, to ensure she meets dietary needs.

Children benefit from fresh air and exercise. They regularly play in the garden where they enjoy making dens and playing on the swing. They take part in a sports day where they have running races, bean bag races and egg and spoon races. These types of activities help to develop children's physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe and secure environment and are closely supervised at all times. They can independently access a very good range of stimulating toys and equipment in the play room and in the conservatory. The childminder ensures they are all clean and well-maintained. Effective organisation of space and resources enable children to move around freely and in safety indoors and outside. Risks to children are identified and hazards are minimised owing to risk assessments the childminder has in place. This means children are safe in the setting. The childminder uses safety equipment, such as socket covers and safety gates to ensure children are not exposed to hazard or injury. She is constantly reviewing her practice to ensure children are kept safe.

Children learn about safety issues such as crossing the road and staying safe when on outings. They know they have to walk in threes and stay close to the childminder. They know that they need to wear sun hats and sun cream when the weather is warm. The childminder encourages the children to think about their own safety. She asks them questions to make them think about their actions and whether they are safe. Children are regularly transported by car and the childminder uses appropriate car seats to ensure children's safety. Good fire precautions are in place such as smoke alarms and a fire blanket and children are aware of emergency evacuation of the building through discussion and regular practises. The security of the premises is good and the garden is fully enclosed. This means children are kept safe.

The childminder has procedures in place to ensure that children are protected and well-cared for. She holds a current first aid certificate which ensures that any injuries to children are managed appropriately. She has a good understanding of child protection procedures, such as signs and symptoms of abuse and appropriate responses. This means children are well protected. All required documents and procedures are in place and are consistently maintained to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thoroughly enjoy their time in the childminder's home. They achieve well because the childminder uses her knowledge of child development and understanding of the 'Curriculum guidance for the foundation Stage' to provide a very good variety of activities to help children make progress. Children settle well and play happily together using resources and equipment that are stimulating and fun to maintain their interest. They are relaxed in her company and experience a warm relationship with her and her family. This increases their sense of trust and well-being. The children choose their own resources and initiate their own play. For example, they enjoy selecting activities, such as role play equipment, books and jigsaw puzzles.

The childminder plans activities in advance to ensure they are age-appropriate, but is flexible and will change her plans if the children request something different. She constantly talks to the children during activities to promote their development and understanding. For example, when making chocolate crispie cakes she asks the children questions to extend their learning and talks about how they make the chocolate melt. Children talk about where the chocolate comes from and often go to the supermarket to buy the ingredients and also to look how far the food has travelled to get to the shops. Children happily sing as they make their cakes, they sing happy birthday in French and count to ten in Spanish. Children explore different textures and materials as they play wet and dry sand filling, pouring and spooning them into different containers. They enjoy drawing large posters on the floor to display around the room for their friend's birthday party. This shows their work is valued by the childminder. Children are consulted with regard to activities and they plan what they want to do at the birthday party, such as face painting and making wizard hats and wands.

The childminder is using the 'Birth to three matters' framework very well to enable her to plan and provide suitable play activities for children under three years. She makes detailed observations of the children to find out what they know. She discusses the observations with parents and how they can use these to plan for children's individual next steps in learning to help them make progress.

Helping children make a positive contribution

The provision is good.

Children's individual needs are clearly understood and respected by the childminder. All children are welcomed and included in the provision. The childminder provides a range of activities and resources to promote a positive view of the wider world and to help children understand differences and similarities. They look at books about children from around the world and they celebrate different festivals. Children also learn to value differences through stories and discussions with the childminder. They are looking at different countries as they track the travels of a relative of the childminder on a large map of the world. The childminder has good procedures in place to care for children with learning difficulties and/or disabilities in the

setting. She supports children well and works closely with the parents to ensure individual needs are met.

Children are involved in making choices about their play. Activities and resources are arranged at appropriate heights and levels to enable children to select their own toys and initiate their own play. The childminder has a good understanding of how to manage children's behaviour to promote their welfare and development. She has a variety of strategies suitable to the age range of the children to deal with unwanted behaviour. For example, she uses distraction with young children and for older children she sits and talks to them calmly for a few minutes and explains why it is unacceptable. As a result children play together and behave well. She has fun ways of getting their attention, for example, by saying 'attention soldiers' and children stop and listen. Good use of praise and encouragement by the childminder helps to build children's self-esteem and confidence and promotes good behaviour. Children learn how to share and take turns. If there is a popular toy, children set a chicken shaped timer to decide how long they can each play with the toy. Children understand that this helps to prevent any disagreement.

The good partnerships with parents and carers contributes to the children's care and well-being. The childminder provides detailed information about the service that she provides including her daily routines and menus. Verbal and written information about their welfare, activities and behaviour is exchanged on a daily basis.

Organisation

The organisation is outstanding.

Children's needs are met very effectively through the good use of space and resources. Their care is enhanced by efficient and effective organisation. The childminder has a routine and prepares for each session with relevant age-appropriate resources and activities. Free play, craft time, and outdoor play are included to ensure children have a good balance of educational and developmental experiences. Children are able to access resources and toys to initiate their own play and learning because the childminder has organised toys and resources in children's reach.

Children are very settled and happy. The childminder demonstrates an excellent understanding of the National Standards and has devised very detailed policies and procedures to ensure they are suitably met. Excellent documentation contributing to the children's well-being, health, safety and care are in place. For example, accident and medication consent procedures. Individual records are completed for each child and written agreements are in place with each parent. An accurate record of children's attendance is completed daily and the registration certificate is fully displayed. There are good arrangements to protect children from persons who are not vetted. The childminder is committed to quality childcare. She holds a relevant childcare qualification and has attended many training courses to enhance her skills and knowledge. This benefits the children and promotes their all-round development.

Children receive a high level of individual attention as the childminder spends most of her time working directly with them and ensures their individual routine needs are met. Activities are exciting and challenging and children are happy and settled. Parents are regularly informed on their children's progress and activities, this contributes to continuity in the children's care.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the childminder was asked to develop resources to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. To address this the childminder has purchased a variety of resources that reflect diversity. For example; books, poems from around the world, festivals of the world, dressing up clothes and small world figures. She includes a variety of festivals and celebrations in her planning and talks to children in everyday situations about peoples differences and similarities. This means children are learning to respect others.

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):

- develop further knowledge and understanding of communicable diseases as defined by the Health Protection Agency.

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