

Inspection report for early years provision

Unique Reference Number	EY347622
Inspection date	17 July 2007
Inspector	Cheryl Langley
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 registered in February 2007. She lives with her husband, two adult stepsons, a stepson aged 14 years and two children of four years and one year, in Loughton, Essex. The lower and middle floors 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 four children at any one time. She is currently minding one child at various times. The childminder attends the local parent toddler group. The family has a cat. The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The childminder follows good routines and procedures to keep the children healthy. They are cared for in a welcoming clean home. Appropriate guidelines and practices are in place to enable the childminder to act in the children's best interests if they need medical attention. Through their routine, play and guidance from the childminder children are learning the benefits of a healthy and hygienic lifestyle. They wash their hands at appropriate times to prevent the spread

of infection and share interesting books which promote health and personal care. Children have fun washing the play figures and construction bricks to make them clean to play with.

Children are nourished. They eat a healthy and balanced diet. The childminder prepares foods with fresh ingredients. Children have access to their own drinks throughout the day and they are encouraged to drink more after physical play or during hot weather. Food is prepared to suit each individual child's needs. Children are developing an understanding of which foods are good for them to eat. They enjoy cooking activities. The childminder takes account of the wishes of parents and works with them closely to provide nutritious snacks and meals that appeal to the children as well as meeting their dietary needs.

Children develop and enhance their physical skills with a range of high quality resources and stimulating activities. They balance and co-ordinate their bodies to push toys along, balance on stilts, jump on the trampoline or manoeuvre the sit-on rides. They have fun with bats, balls and skittles. Children become adept at controlling mark-making implements or using tools and utensils. For example, they use crayons to decorate paper with different colours. Children feed themselves with spoons and mix ingredients. They use programmable toys, operating buttons and switches to make sounds or perform actions. As well as physical play they take part in quiet activities and rest and sleep as they need to. This makes sure they feel comfortable and content and do not over-tire.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are learning how to protect themselves. They take care with the toys and tidy-up to make the floor safe. Children are aware to take turns on the large play equipment to avoid accidents. They follow routines which promote safe practices, such as, following codes to cross the road safely. Children move around safely and freely to play. They choose activities from a wide range of good quality toys and resources. Children use suitable and safe equipment for their care needs.

Children are cared for in a safe and secure environment. The childminder carries out regular risk assessments to check for any potential hazards. She has acquired parental consent to support the children's safety and put in place procedures to protect the children from harm. For example, a fire drill has been devised and practised with the children. The children's welfare is safeguarded. The childminder has a good understanding of child protection issues. She is aware of the signs to look for and steps to take should she have any concerns about a child in her care.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop confidence and self-esteem. They are complimented on their achievements and encouraged to be independent. The childminder sets them realistic challenges according to their individual ability which aids their development. She has a sound understanding of the 'Birth to three matters' framework and extensive knowledge and experience of the Foundation Stage. The childminder talks and listens to the children. She is attentive and affectionate as she joins in with their play. This helps them to extend their play and thinking and learn new knowledge and skills. She has a sense of fun which keeps the children engaged.

Children show an interest in what they do. They take part in stimulating play and activities and are keen to choose from the range of toys on offer. Children have fun with the connecting bricks and toys with movable parts. They use their imaginations as they fly the toy helicopter or push along the vehicles. Children dress-up to become different characters. They express their feelings and experiences with the home-play toys or dolls. They are enthusiastic about books and listen to stories or talk about the pictures that they can see. This promotes their language and communication skills. They join in with simple rhymes and songs, following the actions to match the words. For example, they move their arms along to 'Wind the bobbin up'. Children act out nursery rhymes and dance to music. They make sounds with musical instruments to accompany their favourite songs, such as, 'Twinkle Twinkle Little Star' or 'The Animal Fair'.

Children start to become familiar with number and colour through play, they pick out bricks by their colour and count them in sequence. Children learn about their environment. They listen for sounds when they are walking and observe the wildlife and flowers. Children help to care for plants in the garden or watch the mini-beasts. They explore and investigate. Children express their ideas creatively through art and craft activities. They form play-dough into shapes. Children paint freely and make collage pictures with various materials to take home or put on display at the childminder's.

Helping children make a positive contribution

The provision is good.

Children develop self-esteem and respect for others. They become aware of wider society through resources and activities which promote positive images of difference. Children make good relationships. They are encouraged to be kind and considerate. The childminder is a positive role model. The children are polite and learning to share and take turns. They are becoming aware that their actions may have an affect on others. Children make choices and take decisions. They receive appropriate support from the childminder. This gives them a sense of belonging. They are relaxed and comfortable in her care. Children feel able to try new experiences and solve problems for themselves. This means they make progress with their development. The childminder has suitable strategies in place to support children with learning and or physical disabilities.

The childminder has a good partnership with parents. They exchange information to ensure the children receive consistency in their care. A record is made of the children's care and play activities and contracts are reviewed to keep relevant details up-to-date. The childminder and parents have regular discussions. Parents are therefore aware of the care given and the progress their children are making. Clear and concise information about the setting is provided for parents, which include the policies and procedures to underpin the childminder's practice and their partnership. However, the complaints procedure lacks some detail. Parents are not aware of all the steps taken if a complaint is made and the information available to them to monitor the care of the children.

Organisation

The organisation is good.

Children's care is enhanced by the childminder's efficient and effective organisation. She has developed comprehensive policies and procedures to protect the children and promote their well-being. Play and activities are planned or child-led to ensure the children have a range of enjoyable and stimulating experiences which aid their development. The deployment and

organisation of space and resources contributes to the children's safety and enjoyment. Children benefit from routines which make sure they rest, sleep, eat and play as they need to.

Confidentiality is respected. Documents are stored securely and appropriate information shared with parents. The childminder has extensive experience and knowledge and training to support and care for children. She has completed the Diploma in Home-Based Childcare and has a current first aid qualification. Overall, the needs of the children are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- update the complaints procedure so that parents are aware that any complainants should be notified of the outcome within 28 days and that a record of all complaints is maintained and appropriate information from that record is shared with parents on request.

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