

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY334369
<b>Inspection date</b>	13 July 2007
<b>Inspector</b>	Christine Eglinton

<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 2006. She lives with her husband and two children aged 10 and 16 years in a village close to the east Norfolk coast. The childminder uses designated areas of the downstairs premises for childminding and there is a fully enclosed rear garden for outside play. The childminder is registered to care for a maximum of six children at any one time. She is currently minding one child under the age of five years all day, and one child aged over eight after school. The childminder is a member of the National childminding Association and takes children to a local music and drop-in-group.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean environment where they benefit from good levels of cleanliness and hygiene throughout the home. For instance, the childminder ensures floors where the children and babies play are cleaned frequently, and babies equipment and toys are sterilized appropriately. Discussion and simple explanation such as how not washing your hands

could lead to children being unwell, help children learn the importance of keeping themselves healthy.

The childminder holds a current first aid certificate, which means she is able to give children appropriate care if there is an accident. Parents give prior consent for the childminder to administer medication, which ensures children receive the correct dosage according to their needs. Children who are infectious do not attend, thus preventing the spread of infectious ailments.

Some of the parents provide their own food and bottles, which are stored appropriately by the childminder to prevent spoiling. The childminder ensures she follows babies individual routines for eating and sleeping, and they are able to sleep comfortably and safely in their cots. This ensures continuity of care and contributes to their physical well-being. The childminder monitors food intake and nappy changes to ensure babies remain healthy.

Babies learn to control their own body and are gaining good physical skills appropriate to their stage of development. They have lots of opportunities through play, that promote their large and small muscle control and enjoy being active. For example, they take great delight in practising rolling over, and are encouraged to reach towards their toys. They enjoy bouncing up and down on the childminder's lap which strengthens their large muscles.

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

The provision is good.

Space within the childminder's home is very well-organised and meets children's needs effectively. They are able to play in designated rooms which are used for different purposes. For example, children are able to play in a very well equipped play room which is very child friendly, due to appropriate posters on the wall. Another room is used for quiet activities such as reading books or just relaxing, while other rooms are used to feed babies in calm surroundings, and play with creative resources and eat their meals comfortably. Children have access to a wide range of good quality toys and equipment, which are suitable for children's stage of development offering them good challenges. Lots of the equipment and toys are stored in low level boxes enabling children to safely choose their own selection.

The childminder ensures children are well supervised while in her care to keep them safe. For example, she constantly checks sleeping babies to ensure their safety and well-being, and children benefit from a good range of safety measures. For instance, safety gates prevent access to the stairs and kitchen area, and safety caps protect exposed electrical sockets. The childminder is vigilant in making sure that small parts of equipment that could cause choking are not accessible to babies. This helps to reduce potential hazards, and enables children to move safely and freely around the home.

The childminder has a good understanding of the signs and symptoms of abuse, and knows what action to take if she has any concerns about a child in her care. This ensures she is able to quickly recognise when a child is in danger and can act in the child's best interest.

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

The provision is good.

The childminder interacts very well with the children during their play, and provides children with a good range of activities to help children learn while having lots of fun. For example, she

lays on the floor with the baby and plays lots of peek-a-boo games that helps babies connect actions and ideas. The childminder echoes sounds babies make during their play, which encourages them to be confident and competent language users. The childminder is very calm and responsive to young children's needs. For instance, she soothes babies by using calming words and is very gentle in her manner. Babies are encouraged to greet and say good bye to parents, which encourages them to develop secure and trusting relationships. As a result, babies are very happy and settled in their environment.

Babies enjoy being cuddled and held close to the childminder during bottle feeding. This encourages healthy dependence and supports babies emotional well-being while giving them confidence to explore new experiences. Babies are given good opportunities of using their senses to explore the world. For instance, they are able to access a treasure basket which offers them good opportunities of exploring different types of natural materials, containing different textures. They have great fun playing with cause and effect toys such as toys that make different sounds, or play musical tunes when pressed. Trips to local music groups and drop-in-groups, encourages children to mix with other adults and children to aid their social skills.

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

The provision is good.

All children are encouraged to join in all activities to ensure they have equal opportunities to maximise their enjoyment and potential. The childminder helps children to settle by asking parents for appropriate information concerning their child's routine and individual needs. This guarantees that she has good knowledge of children's needs which contributes considerably to their well-being whilst in her care. Children are given lots of praise and encouragement which helps them feel good about themselves. There is a small range of resources that reflect positive images of some aspects of society, which the childminder needs to develop further to enable children to develop a positive attitude towards diversity.

The childminder uses appropriate behaviour strategies according to the age and stage of development, that help children understand from right from wrong. Although the childminder is not currently caring for any children with learning difficulties and/or disabilities, she is able to demonstrate appropriate systems to meet and plan for children's individual needs.

Partnerships with parents are warm and friendly and there are good systems in place to share information about children's care routines and daily activities. For example, the childminder uses a daily diary to record daily activities, food intake and sleep. This helps to ensure continuity of care and helps to involve parents in the care of their child. Parents are able to view the childminders written policies and procedures which enables them to be clear about the expected service, and helps them make an informed choice.

### **Organisation**

The organisation is good.

The childminder has put in place appropriate procedures to ensure she is complying with all conditions of her registration. She is aware of notifying Ofsted of any significant changes which contributes towards children's welfare. The childminder attends all mandatory training and has attended additional training, which supports her in her role, and ensures she has the latest and most relevant information available.

The childminder organises her time effectively which enables her to spend all her time playing and supporting children's needs. As a result, children are happy and very secure, and enjoy the time spent with the childminder. Children benefit from the childminder's appropriate organisation of the premises which provides them with lots of space to play and access resources safely and independently. Written policies and procedures guide the childminder in her daily practice. This ensures children's needs are met and all relevant information is shared with parents.

Information kept about the children is relevant and helps to promote their welfare. A good two-way flow of information and daily diaries ensures continuity of care. All mandatory records are in place, and stored in a confidential manner to guarantee the safe and effective management of the setting. Overall children's needs 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 the 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 more resources that reflect positive images of all aspects of society to help children develop a positive attitude towards diversity.

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)