

Inspection report for early years provision

Unique Reference Number	313345
Inspection date	19 March 2008
Inspector	Josie Lever
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 inadequate – notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 1998. She lives with her husband and three children, twin 16 year old boys and a two year old daughter. They live in the west of Kingston-upon-Hull. The childminder is registered to care for a maximum of five children under eight years at any one time. She is currently caring for two children aged two years old on a full-time basis.

The ground floor of the home is used for childminding, namely the sitting room and kitchen/diner. There is a ground floor toilet and a fully enclosed rear garden for outdoor play. The family has two pet dogs, two tortoises and several rabbits. The childminder takes children to a number of local playgroups on a weekly basis. She facilitates a music morning session on a rota basis with several other local registered childminders.

The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children benefit from a clean and tidy home where good standards of hygiene are maintained. Children learn about good hygienic practices because they are well supported by the childminder in this area. For example, they have their own individual towel for drying their hands on, which they know stops germs spreading. They independently wash their hands after visiting the toilet. Additionally, they have their own colour co-ordinated crockery and cutlery which promotes their understanding of not sharing utensils which minimises cross infection. Pet management is given good consideration. For example, family pet dogs receive regular veterinary attention and children are taught about the importance of washing their hands after handling the pet rabbits and tortoises.

The childminder supports children health suitably in some areas. For example, she makes sure children who are poorly do not attend. She has a clear written sickness policy and procedure in place, which she shares with parents to make sure they are fully informed about the importance of minimising health risks. Accident recording meets with requirement and the childminder has received some instruction in the use of administering specific medication, for example, asthmatic inhalers. However, children's welfare is not fully promoted because the childminder has not attended first aid training. Her lack of up-to-date knowledge in this area compromises children's health. Records of medicines given to children are destroyed once the course of medication is completed and not retained for future reference. This is a breach of regulations.

Children have good opportunities to learn about healthy living and lifestyles. For example, children are provided with a range of healthy snacks, such as fresh fruit, bread sticks, cucumber, tomato, carrots and raisins. Children have their own individual 'five-a-day' wall plates displayed in the kitchen. They add pictures of the healthy foods they have eaten and some children eat more than the recommended daily allowance. Children have unlimited access to drinks, such as water, milk and juice, throughout the day. Children benefit from physical exercise undertaken with regularity. For example, they walk to and from local playgroups and visit nearby parks and indoor climbing activity centres. They are able to practise and develop physical skills, such as climbing and balancing, in a safe environment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming and well maintained home. They enjoy access to a suitable range of good quality toys, that are attractively arranged in the main sitting room at child height. Children remain safe because the childminder has carefully considered the safety of the areas used. For example, security in the home is good and children cannot leave the premises unsupervised. Safety gates prevent children's access to the first floor and children are secured with harnesses in pushchair when sleeping. The childminder is extra vigilant at these times and regularly checks on children's positioning and comfort.

Fire safety is given particularly good attention, for example, the childminder has all fire fighting equipment in place and records the testing of the smoke alarms weekly. Children develop a good understanding about keeping themselves safe as they are involved in the evacuation of the premises. The childminder successfully evaluates these to identify any potential hazards.

When indoors the childminder reminds children to be careful not to bang their heads when playing closely together. When outdoors children develop an understanding about road safety through discussion and safe practice by the childminder. For example, she teaches children to cross safely by using appropriate pelican crossings and the school crossing patrol points.

Children are protected because the childminder is clear that they can only be collected by named individuals. The childminder has all of the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. For example, written parental consents are obtained to take children out, take photographs and to use an outdoor trampoline. She has a suitable understanding of her responsibilities with regard to child protection and who to contact should she have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are comfortable and settled in the care of the childminder. They enjoy a warm and caring relationship, for example, they receive an individual cuddle when waking up from a sleep. They are well supported by the childminder at these times to gradually wake up fully and are not rushed. Children are cared for according to their individual routines, therefore, they feel secure and happy in her care. The childminder knows the children very well and plans a fun and interesting range of experiences and play opportunities, applicable to their ages, abilities and interests. Detailed books of photographic evidence and written comments in children's diaries support a varied and broad range of experiences that are undertaken both in and out of the home. For example, lots of creative crafts, role play, baking, food tasting and trips out. Children follow a flexible routine that includes free play opportunities and a structured learning activity, for example, making Easter chicks or egg nests. They socialise with other children at local playgroups and enjoy making music together with their friends at the music morning. They go on trips, for example, to Honeysuckle Farm, the Deep and complete the city centre fish trail.

The childminder helps children to develop and learn by being a good role model. For example, children start to be aware of numbers and counting as she counts the wheels on the cars or pieces of a jigsaw. They talk about colours as they name and label everyday objects. Children relate well to each other and the childminder and are confident to make suggestions, for example, about changing the toys or getting more resources out. The childminder is interested in what children do and say and encourages them to talk about their own personal experiences. For example, in relation to the colour of their favourite toy cars or family members. The children's individual development folders include a pictorial family tree of immediate family members. The childminder uses this information to make a link with home for each child. This is particularly effective in helping new children settle.

Helping children make a positive contribution

The provision is good.

Children are cared for in a respectful and positive atmosphere where they are treated and valued as individuals. They have access to a range of multi-cultural toys and resources, for example, play people, dolls, books and posters. These help promote a positive image of diversity, including disability. Children begin to learn about their own needs and respect the needs of others. For example, they develop an understanding about the Chinese and Iranian New Years and celebrate Christmas, Easter and Saint Patrick's Day.

Children behave very well because the childminder understands how to use appropriate strategies to promote good behaviour. Praise is used consistently, for example, children are praised when they share toys and co-operate together. Children's self-esteem is supported well. For example, children choose an achievement per week to display and celebrate with each other. This is in recognition of putting on their own shoes, eating all their vegetables or sharing toys. Children feel a good sense of belonging within the home, for example, examples of their work and photographic images are displayed to good effect.

Children benefit because the childminder has good practices for integrating them into her care and, therefore, they are more likely to settle easily. For example, several visits take place in agreement with parents. Comprehensive information is gathered about individual daily routines so these can be followed and met. Parents and children benefit from positive partnerships with the childminder. For example, there is a good range of policies to support the childminding service available for parents to read. They are kept well-informed about all aspects of their child's day both verbally and in written form. For example, through the daily diaries and progress and achievement records. Each child has a 'My very special photo album' which records their achievements and special moments. These are shared regularly with parents. Written comments left on inspection support parents are happy with the childminding service offered. They comment on the effective communication systems and stimulating range of activities. There is a system in place to record, investigate and report on complaints made, shared with parents.

Organisation

The organisation is inadequate.

The home is suitably organised for children to move around freely and safely and access resources independently. Children receive good attention from the childminder, which supports their care, learning and play. Children are safeguarded because all adults in the home have completed a vetting procedure or are in the process of doing so. However, the childminder does not have a system in place that supports the ongoing suitability for some household members cleared many years ago.

The childminder has not attended any organised training since her last inspection, due to personal circumstances. However, she has worked closely with a small group of locally registered childminders who have shared training material with her and discussed good practice issues. For example, the 'Birth to three matters' framework and the Early Years Foundation Stage. However, she has not completed an appropriate first aid course and this is a breach of training requirements.

The childminder demonstrates an enthusiastic attitude and most of the documentation needed to successfully care for the children is readily available, stored confidentially, and appropriately organised. This is with the exception of regulatory medication records. The childminder has a satisfactory understanding of notifying Ofsted of significant changes or events. However, she has no system in place to monitor the changes notified to Ofsted in order that necessary amendments are made. For example, to conditions of registered numbers. Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the childminder was asked to ensure exit doors are secured as soon as people leave the premises. The childminder has made good progress in this area. She is vigilant to the comings and goings of other household members, for example, when adults leave the

home they alert her to this fact. She makes sure security locks are put back in place. Consequently, this protects and safeguards children, as they cannot leave the home unsupervised and unauthorised persons are denied direct entry.

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 complaint record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- keep a written record of all medicines administered to children
- complete an appropriate first aid course that includes training in first aid for infants and young children.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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