

Inspection report for early years provision

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<b>Unique Reference Number</b>	254707
<b>Inspection date</b>	04 January 2008
<b>Inspector</b>	Anne McKay
<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?

This childminder was registered in 1994. She lives with her husband and adult son in a house on a residential estate in the southern suburbs of Nottingham. Minded children have access to the whole of the downstairs of the house and to a secure rear garden for outside play. The family has two pet dogs. The house is close to local schools, shops and parks. The childminder is registered to care for a maximum of six children aged under eight at any one time. There are currently four children on roll, all of whom attend on a part-time basis. The childminder also cares for children aged over eight.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's health is promoted well by the childminder who follows consistent daily health and hygiene practices to minimise the risk of cross-infection. Children learn to wash their hands as part of the daily routine and understand that this stops them coming into contact with germs so they stay healthy. Efficient systems are in place to minimise any risk of infection from the dogs. A clear record is kept of any minor accidents, including information of any treatment

given. A system is in place to record any medication that is administered to children and to obtain prior written consent from parents. These health records are shared responsibly with parents to ensure children receive consistent care.

Children have plenty of space to move around within the house so they can exercise and develop their physical skills. Children play games that help to promote their physical development and are well supported by the childminder in appropriate activities according to their age and stage of development. Children are well nourished through a balanced diet of home-cooked meals and healthy snacks. Most meals are nutritious although children are given some processed and pre-packed foods. Children are given drinks with their meals and snacks but fresh drinking water is not available at all times to ensure children do not get thirsty or dehydrated. Children's individual dietary needs are catered for according to parent's wishes.

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

The provision is good.

Children play in a welcoming, child-focused environment. They can move around freely without risk of injury because the childminder organises the space well and has identified and minimised any potential hazards. Suitable safety equipment is in place to protect children including a fire blanket and smoke alarms that are checked regularly. A suitable evacuation plan has been practised with the children so they know what to do in an emergency. Children access a very good range of toys and activities that are suitable to promote their development in all areas. Toys are stored and set out where children can reach them so they can make their own choices. Resources are organised to ensure children can only reach toys that are suitable to their age and stage of development and all toys are maintained in a good, clean condition. Children are supervised at a level that is appropriate to their age and level of understanding, so they are kept safe whilst developing independence skills and exploring within the home. They are closely supervised while on outings and learn about road safety from the childminder. Children are protected by the childminder's good knowledge and understanding of safeguarding children procedures and by her ability to put the procedures into practice.

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

The provision is good.

Children have very positive relationships with the childminder and with each other so they settle well and are confident in their play. Children are secure in the familiar routine of the day. They enjoy free-play time when they can choose what they want to play with and when they can develop their own games. They also have opportunities to take part in activities led by the childminder such as art and craft, baking and hands-on experiences such as play dough or messy play, for example, with water. Children show curiosity and are interested in what they do. Activities are planned for the children to meet their different learning and developmental needs. They receive good levels of individual support so they develop confidence and positive self-esteem whilst learning new skills. Children respond well to the childminder who asks them questions that encourage them to think and to explore ideas so they learn while they are playing. For example, children learn about colours and count objects when looking at a book. The childminder uses routine experiences such as meal times to encourage children to learn, for example, by counting the number of sausages on their plate or identifying the colour of the vegetables.

The children are confident communicators and chat freely with the childminder and with each other, developing strong social skills. These interactions, both verbal and non-verbal, build children's confidence and positive self-esteem as they feel valued when their questions are answered and their views and opinions are listened to and acknowledged. Children enjoy a variety of experiences outside the home. For example, they go for nature walks and younger children attend local toddler and library groups where they can access a variety of different toys and books and have opportunities to socialise and play with other children.

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

The provision is good.

Children develop a strong sense of belonging through the positive and affectionate relationships they develop with the childminder. They have their individual needs met because the childminder works closely with parents to ensure she has all relevant information to care for each child. She keeps up-to-date through a daily verbal exchange of information with parents and carers. This ensures children are looked after according to their parent's wishes and that they receive continuity of care. Parents have access to an information pack which includes information about the childminder and about her key policies and procedures as well as photographic evidence of children joining in various activities and taking part in the daily routine. This means parents are well-informed about the care given to the children and about the childminder's business practices.

Children play with a good range of resources that reflect positive images of race, culture, gender and disability. They access these toys on a regular basis so they can begin to learn about wider society and to explore aspects of their identity. Children have equal access to toys and activities with no differentiation, for example, between boys and girls. The childminder adapts activities as required to meet individual children's developmental needs and to ensure all children are included. She has the knowledge and skills to care for children with learning difficulties and/or disabilities.

Children play co-operatively and begin to respect others by learning to share. Their behaviour is managed sensitively by the childminder who uses methods that are appropriate to each individual child. Children's behaviour is understood in context and the focus is on promoting good behaviour through lots of praise and encouragement. Through this approach, children develop confidence and positive self-esteem.

### **Organisation**

The organisation is good.

Children are cared for in a well-organised environment where available space is planned out for the maximum comfort and enjoyment of the children. The house is maintained to a good standard and is risk assessed so it is a safe and secure environment for children to play in. Children access a good range of resources and have activities and play opportunities planned for them that are appropriate to promote their development. The childminder is committed to developing her knowledge and understanding of child development, for example, through the use of the 'Birth to three matters' framework and through attending other relevant training courses. All essential information is recorded and documents are kept up-to-date, so that children's welfare, care and learning is efficiently supported. Overall children's needs are met.

### **Improvements since the last inspection**

At the last inspection the childminder was asked to confirm that arrangements were in place for her to complete an appropriate first aid qualification, including first aid for infants and young children. She has now completed a suitable course and has a current first aid certificate. This means she has the required knowledge and skills to treat children in her care if required, for example, as the result of an accident or illness.

### **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):

- ensure children have access to fresh drinking water at all 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)