

Inspection report for early years provision

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<b>Unique Reference Number</b>	257124
<b>Inspection date</b>	12 November 2007
<b>Inspector</b>	Anna Davies
<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 satisfactory. 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 1989. She lives alone in Bretton, Peterborough. The whole of the ground floor of the childminder's house is used for childminding and two upstairs bedrooms are used for sleeping purposes only. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children under five on a full time basis and one child before and after school on a part-time basis. The childminder walks children to local schools and playgroups. The childminder has a cat, three guinea pigs and a tank of fish.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children's good health is generally well promoted. Children are learning the importance of good hygiene routines as they wash their hands before they eat and after feeding the pet guinea pigs. They use liquid soap and individual towels to wash and dry their hands which is effective

in preventing the risk of cross-infection. The childminder ensures that nappy changing procedures protect the children from the risk of cross-contamination as she wears gloves and cleans the mat between changes. In the event that children are ill or have an accident whilst in the care of the childminder, there are generally appropriate procedures in place. For example, relevant documentation is in place to promote children's good health such as permission to seek emergency medical advice and treatment, accident and short-term medication records. However, records and information relating to children using long-term medication such as inhalers are lacking in detail to ensure that appropriate care can be given to support children's good health. The childminder holds a valid first aid certificate which ensures that she has the knowledge to deal effectively with minor accidents. However, items in the first aid box have not been regularly checked. As a result, many are out of date. This does not completely protect children if first aid is required.

Children enjoy regular opportunities to enjoy fresh air and develop their physical skills. For example, children walk to and from school and playgroup each day to collect other children. They have opportunities to visit the nearby park where they can develop their physical skills on equipment such as climbing frames and swings as well as use the open space to run. Daily opportunities are available to play in the childminder's own garden, climbing up and down the slide and playing basket ball using the low-level net. If the weather is unfavourable, children are able to dance and sing to music inside. This ensures that the development of their physical skills is suitably promoted all year round. Young children sleep according to their individual needs which promotes their physical and emotional development.

Children enjoy a generally healthy and nutritious range of foods provided by the childminder. For example, breakfast consists of cereals and toast and at lunchtime children are offered a range of sandwiches, crisps, fruit and yoghurt. The childminder is keen to encourage children to make healthy choices. For example, fruit is regularly offered, younger children are encouraged to try new tastes and children are encouraged to eat their savoury items before their sweet items. Drinks are available to children as they wish. For example, younger children's cups are left on the side so that they may help themselves. This ensures that they can respond to their own feelings of thirst and encourages their independence.

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

The provision is satisfactory.

Children are cared for in a clean, well-maintained home. They have space to play, sleep and eat in comfort. Children use a good range of equipment that supports their needs. For example, a low-level picnic table in the kitchen enables young children to sit safely with others to enjoy their mealtimes. Equipment and resources are both safe and appropriate for the children's age and stage of development. These are regularly checked to ensure that they remain suitable and safe for use by children.

The childminder takes some steps to minimise risks to children's safety. For example, all hazardous items and substances are stored so that they are inaccessible to children, a carbon monoxide detector is in place and a stair gate to the bottom of the stairs prevents children accessing the stairs whilst unsupervised. Front, back and conservatory doors are kept locked. However, the keys remain in the locks which are within reach of children. This does not completely ensure that they are unable to leave the premises unsupervised. Children are learning to keep themselves safe as they regularly practise evacuation procedures. Smoke alarms are fitted to both floors of the house and a fire blanket is available which promotes children's safety. However, the fire blanket is not wall-mounted which does not ensure that it can be

used effectively in the event of a small fire. The childminder ensures younger children's safety by storing older children's toys containing small parts, out of their reach and encouraging older children to play with these toys carefully when younger children are present.

Children's welfare is well safeguarded because the childminder has a good understanding of her role in protecting children from harm; the signs and symptoms of abuse and where to contact should she have concerns about a child in her care. However, she does not hold the up to date 'Local Safeguarding Children Board' (LSCB) booklet 'Recognising signs of child abuse and what to do' or the Government booklet 'What to do if you're worried a child is being abused - Summary' to ensure that she has the correct contact numbers of the local relevant authorities, readily available to support her.

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

The provision is good.

Children are happy, comfortable and confident in the childminder's care. A good range of activities are provided to ensure that they are stimulated in their play and development. For example, a good balance of messy play activities, stories and imaginative play enables them to make good progress in their all-round development. For example, young children spend long periods absorbed in their play, playing with toy animals, carefully selecting each one and making animal noises. Children have opportunities to develop their creativity during art and craft activities such as painting, drawing, gluing and sticking, play dough and chalks. They investigate and explore for example, as they mark-make in flour. The childminder gives careful consideration to resources as she rotates them each day to ensure children continue to be stimulated. A good variety of toys are stored in boxes around the room to enable children to self-select toys. This further enhances their play and allows them to follow their own interests.

The childminder offers effective support to the children. She spends much of her time playing alongside them, and uses spontaneous opportunities to encourage their language and mathematical development well. For example, she encourages children to repeat key words and sounds, counts with them as they build towers with bricks and responds warmly as they communicate with her. The childminder encourages children to develop their independence, for example, using the toilet and putting shoes and coats on.

Older, school-aged children benefit from a further range of resources suitable for their needs such as books, puzzles, games, construction sets and dolls. A computer is also available for their use. These activities give older children choices about how they wish to spend their time after a busy day at school.

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

The provision is satisfactory.

Children's individual needs are suitably met. The childminder spends time with individual children for example, when they are new to her provision, to ensure that they feel happy and secure. As a result, the childminder and children establish warm relationships with each other. Children are developing some awareness of differences and similarities between people as they routinely play with a satisfactory range of resources that reflect diversity such as books, puzzles and dressing up clothes. They begin to learn about their local community as they make trips to the nearby shops and parks. The childminder displays a positive attitude towards caring for children with learning difficulties and/or disabilities and is happy to work with parents and outside agencies as necessary, in order to meet all children's individual needs.

Children benefit from the childminder's calm approach to managing behaviour. She has an appropriate understanding of age-appropriate strategies. For example, she understands phases of behaviour that children go through due to their stage of development and handles these appropriately. She gives children praise which promotes their self-esteem and feelings of self-worth. The childminder generally works well with parents. For example, a range of permissions are obtained to ensure that parents are fully aware of the services and activities offered by the childminder and children's records generally contain enough information to ensure that the children's individual needs can be met. Settling in procedures are flexible to meet the needs of both children and parents which ensures that children settle quickly and smoothly into the childminder's care. Parents receive verbal feedback on a daily basis which ensures that they are kept informed about their child's day.

## **Organisation**

The organisation is satisfactory.

The children feel at ease and happy in the childminder's home. They benefit from the childminder's suitable organisation of time, space and resources so that they can play, eat and sleep according to their needs. For example, the childminder organises her day so that children can be collected from school and playgroup and that younger children also have time to participate in a good range of activities and play opportunities. The environment is organised generally well so that children's health and safety is promoted. Children's needs are met by appropriate adult:child ratios; the children benefit from the attention and support given to them by the childminder. The childminder has attended a briefing session for the introduction of the Early Years Foundation Stage (EYFS) which demonstrates her commitment to the care and education of the children in her care. Overall, the provision meets the needs of the range of children for whom it provides.

Children's well-being is generally well promoted by up to date records and documentation although information is lacking in detail to fully support children's good health if they are using long term medication.

## **Improvements since the last inspection**

At the last inspection the provider was asked to consider practising emergency evacuation procedures with all minded children. Children are now learning to keep themselves safe as they practise evacuation procedures regularly. This promotes their safety in the event of an emergency. The provider was asked to ensure Ofsted are informed of any new household members over the age of sixteen and that correct vetting procedures are undertaken. The childminder now has a good understanding of this requirement. This ensures that people coming into contact with children, are suitable to do so. Lastly, the provider was asked to ensure that the children's daily register is kept up to date at all times. This is now effectively maintained to ensure that it provides an accurate record of children's arrival and departure times. This enhances their safety.

## **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 satisfactory. 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 systems in place to ensure that appropriate care can be offered to children when they are ill or have an accident. This specifically relates to obtaining detailed information regarding children's use of long term medications and ensuring that the first aid box is suitably stocked and it's contents checked regularly
- minimise potential risks to children's safety. This relates to ensuring that keys to doors are inaccessible to children and that the fire blanket is wall mounted to ensure that it can be used effectively in the event of a small fire
- obtain a copy of the local 'Local Safeguarding Children Board' (LSCB) booklet 'Recognising signs of child abuse and what to do' and the Government booklet 'What to do if you're worried a child is being abused - Summary'.

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)