

Inspection report for early years provision

Unique Reference Number	EY276930
Inspection date	21 January 2008
Inspector	Deborah Jane Starr

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 was registered in January 2004. She lives with her husband and two children aged four years and eight months in Clevedon, North Somerset. The whole of the house is used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding one child under five years. Children attend on a part-time basis. She attends the local toddler group and takes children to local places of interest.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Well-established daily routines effectively promotes children's health. Policies, such as the exclusion of children when unwell prevent the spread of illness. Use of individual flannels safeguards children from the risk of cross-infection. The childminder holds a valid paediatric first aid certificate and provides appropriate care if a child has an accident. The systems in place for the management of accidents and the administering of medication are appropriate.

Children benefit from a varied range of activities that contribute to their physical health and development. Frequent access to the garden and visits to local parks provide opportunities for children to develop control and co-ordination of their bodies. Use of a low-level trampoline, sit and ride toys, swings, wobble bridge and hula hoops promote children's balance and co-ordination. Children develop throwing and kicking skills using a variety of balls, playing football and Frisbee. Regular walks provide plenty of fresh air. Children are able to sleep comfortably in a travel cot or on the sofa according to their individual needs.

Children's dietary needs are discussed fully with parents and taken account of. The childminder encourages children to make healthy and balanced choices for snacks and meals. Children enjoy eating a variety of home prepared meals using non-processed foods accompanied with fresh vegetables. Shopping trips to self select fruit and vegetables promotes their understanding further. Children's preferences for water or diluted squash are taken account of and they easily access cups from low-level surfaces.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The childminder organises her home effectively to accommodate a varied range of interesting play activities. Her use of space ensures children move safely and independently around the well maintained home where hazards are clearly identified, minimised and frequently checked. This includes barriers to the kitchen and stairs, the placing of a door jam, plug sockets, car seats, smoke detectors and a carbon monoxide detector. A well-considered written evacuation plan is in place; however, children do not practise this. Children play with and use a varied range of good quality toys and equipment that are regularly checked, age-appropriate and meets their developmental needs. Toys are frequently extended by use of a local toy library.

Children's understanding of their own personal safety is promoted within the home. Children are guided to walk safely up and down stairs and to carry larger objects appropriately, such as a jumbo sized pencil. Young children are strapped securely into a buggy, hold onto the side and wear reins when walking. They are encouraged to develop an understanding of road safety when on outings. Careful thought is given as to how to protect them when getting out of a vehicle. Children play within close proximity to the childminder in enclosed areas of the park. Discussion about stranger danger promotes children's understanding further.

Children's welfare is safeguarded and protected through procedures, such as the collection of children by authorised persons and the use of a visitors book. The childminder's good understanding of child protection issues, and secure knowledge and understanding of her responsibilities and local reporting procedures protect children from harm. Parents are well-informed of her responsibilities through a written statement and copy of the Department of Health process chart included in a welcome pack.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very happy, secure and motivated to explore new experiences. The childminder's excellent understanding of child development and highly effective use of the Birth to three matters framework and Foundation Stage curriculum enhances children's opportunities to develop, move forward and thrive. For example, the childminder plans a sticking and gluing activity based upon her observations and developmental assessment of the children in her care. Children enthusiastically participate, matching colours and manoeuvring different shapes to

fit the template, such as the handle of an umbrella whilst using glue sticks to secure them to the card. They talk about the weather and their experiences at home. They are interested in the feel of foil and hold scissors appropriately experimenting with cutting in different directions. Children are very proud of their achievements and show them to all adults in the room.

Activities that reflect children's interests are well planned. Well considered intervention by the childminder ensures that children are supported to make connections between their own experiences. For example, whilst children play with dolls, baby car seats and buggies they are encouraged to think about safety when travelling and babies health, such as what they need to drink and appropriate clothes for different weather conditions. Children are guided to take care of dolls, holding them gently in their arms. They are very interested in books and snuggle contentedly into the childminder when looking at pictures and following the story line. Activities using story sacks based upon the book 'Handa's Surprise' are introduced. Visits to local shops to purchase fruit included within the story from around the world are sought and discussion promotes opportunities for children to consider health choices. Everyday experiences, such as walking up and down stairs are used effectively to encourage children's awareness of their own and others safety and to link number to familiar objects.

Regular visits to a local toddler group, local farms, activity centres, zoo, library and coastland areas and parks extend children's social skills and experiences and develop their awareness of the local community.

Helping children make a positive contribution

The provision is good.

Effective settling-in procedures and a flexible approach to each child's care supports children's wellbeing. Children's individual needs are clearly identified and sensitively met. This is achieved through regular discussion to ensure consistency of approach and a positive attitude to working alongside parents. The childminder has a positive attitude to the care of children with learning difficulties and/or disabilities. Displays of children's own work and photographs of themselves promotes a strong sense of belonging. Interesting resources, such as stickers, posters and books are extended by multi-cultural resources from a local toy library. Children are fascinated by a native American tee-pee and small figures, and are intrigued by posters pointing to different languages and script. Social experiences and regular meaningful activities, such as a picture card game and craft activities, such as making a welcome mobile from Mexico provide opportunities for children to develop an awareness of the wider world and a positive attitude towards difference.

The childminder's calm, clear, consistent and respectful approach to children and use of age and developmentally appropriate strategies, helps children understand what is expected of them. The childminder's frequent use of praise and encouragement effectively builds children's self-esteem and promotes their sense of wellbeing. Children's behaviour is very good. Clear role modelling by the childminder guides children effectively to take account of the needs of children younger than themselves.

Children benefit from the positive relationship between parents and the childminder. Parents are well-informed of the childminder's policies and procedures, and their children's welfare and daily experiences through daily discussion, personal copies of written policy statements, a communication book and photographs. Policy statements are regularly updated to reflect changes in regulations, such as procedures should a parent wish to make a complaint.

Organisation

The organisation is good.

The childminder creates a welcoming environment in which children are relaxed and at ease.

The organisation of the play areas ensure children have plenty of floor and table top space to participate in a varied range of activities according to their interests. Children access toys and self-select from regularly rotated organised storage boxes, toys set out at floor level and low-level shelving. Children sit comfortably on child-sized chairs and at low-level tables to eat snacks and meals. A flexible approach to the day ensures children's individual needs are met; for example, their need for rest and the taking to and collection of children from nursery or local gym classes. Children benefit from the childminder's commitment to developing her knowledge and skills through training.

The childminder has a good understanding of the National Standards, as reflected in most aspects of her practice and thorough policies and procedures. Documentation is appropriate, accurate, very well organised and maintained confidentially.

The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

At the last inspection the provider was requested to further develop the outside play area. This recommendation has been considered and steps taken to improve the provision. The re-organisation of the back garden offers children ample space to participate in a variety of outdoor activities in a safe and well laid area.

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

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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 further the registered person should take account of the following recommendation(s):

- practise evacuation procedures.

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