

Inspection report for early years provision

Unique Reference Number 161065
Inspection date 04 March 2008
Inspector Shirley Ann Jackson

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 1995. She lives with her partner and two children aged seven and 14 years. They live in the Abbey Meads area of north Swindon. The whole of the childminder's house is used for childminding, except for the main bedroom. There is a fully enclosed garden available for outside play. The family has two cats and a dog.

The childminder is registered to care for a maximum of five children at any one time. She is currently caring for one child aged two years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean home where they learn about personal hygiene. This is done through well established daily routines. For example, children wash their hands and dry them on individually coloured flannels. Photographs displayed in the cloakroom remind children of the routine for personal care. This encourages children to develop independence skills as well

as learning about good hygiene procedures. Children take off their jackets and shoes on arrival to help to keep the environment clean.

The childminder has a written policy in place regarding children who are ill or sick. This is shared with parents to help to prevent the risk of catching infectious illnesses. Clear procedures are in place in the event of accidents to ensure children's welfare. Personal care for younger children is carried out promptly, for example, noses are wiped as necessary. This ensures the comfort of the children.

Children are offered a healthy and balanced choice of snacks and meals. If parents prefer, the childminder will prepare a light lunch for the children in her care. Examples of these are given in an information folder which parents read when they first make contact with the childminder. She takes into account their dietary requirements as well as their preferences. If parents provide a packed lunch, food is appropriately stored, depending on what it is. Mealtimes are social occasions as everyone sits together at the table to eat.

Children move confidently within the available space, for example, moving between the lounge and the kitchen. The childminder takes the children outdoors every day, weather permitting. This means that children have the opportunity to enjoy fresh air and exercise. They regularly walk to a nearby park to play on the equipment, take the childminder's dog for a walk and walk to nearby fields and shops.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely within the childminder's home as she has minimised most potential risks to children's safety. For example, the front door is secure to prevent unauthorised access and to prevent the children leaving and stair gates and a fire blanket are in place. The childminder no longer wants to use the main bedroom, but this room is not currently secure to prevent children entering it. The childminder has produced detailed written safety procedures and fire evacuation plans. Fire drills are regularly carried out to ensure that children know what to do in an emergency. Children are kept safe when out walking with the childminder as she has appropriate safety procedures in place.

Children are offered a good range of toys and resources to play with. These are good quality, are well maintained and meet safety standards. A number of resources are easily accessible to the children as they are stored in boxes which are easily accessible. The childminder monitors children's use of resources to ensure they are suitable for their age and stage of development. The childminder shares resources with other childminders to ensure that toys are interesting and stimulating for the children.

Children's safety and welfare is promoted as the childminder has a sound knowledge of the indicators of abuse and neglect. She is aware of the correct procedure to follow if she has any concerns about a child in her care. She is aware of the procedure to follow if an allegation is made against her. This helps to protect children's welfare and well being.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and are comfortable in the childminder's home. They build warm relationships with the childminder and her own family which helps to build self-esteem and gives the children

a sense of belonging. The childminder knows the children well and is aware of their individual routines. This ensures consistency of care and helps the children to feel secure. Children develop their social skills as the childminder takes them to toddler groups and to visits with other local childminders. The childminder fosters children's early communication as she talks to them about what they are doing, introducing new vocabulary as they play.

Children's early maths skills are promoted during play as they confidently count as they play. For example, children count the number of stairs they have come down. Children are developing a love of books as the childminder regularly reads to them. Children snuggle up to the childminder as they look at books together. The childminder extends this by using the local library to give them greater choice. Children's creativity is fostered as they play with play dough, enjoying making 'snails'. They develop creative and early writing skills as they draw with crayons and chalks.

Children use their imagination as they enjoy playing with role play resources including dressing-up clothes and a play kitchen. The childminder has a range of musical instruments for children to enjoy. They also cook on a regular basis. Children enjoy creating artwork which is then displayed on the wall in the kitchen. This values children's work and gives them a sense of belonging.

Helping children make a positive contribution

The provision is good.

Children have access to a suitable range of resources which positively reflects the wider community. This helps to raise children's awareness of diversity. All children have access to all resources and their choices are respected by the childminder, building children's self esteem. Children become involved in the local community as they regularly visit other childminders, toddler group, take the childminder's dog for a walk and visit the library. Children have warm, caring relationships with the childminder, this helps the children to settle and gives them a feeling of security. The childminder values the children as individuals and clearly knows them well. She follows children's own home routines, as discussed with parents, to ensure that their care needs are effectively met. The childminder is keen to offer an all inclusive setting and to support children with disabilities and/or learning difficulties.

Children's independence and confidence are fostered as the childminder gives them the opportunity to select their own resources and encourages them to do things for themselves. For example, they willingly tidy toys away before moving on to a different activity. Children learn about positive behaviour as they follow the childminder's lead. She has a calm, re-assuring manner and promotes good manners. Children follow this lead and their behaviour is good. The childminder uses praise, encouragement and positive feedback to promote self-esteem.

Children benefit from the detailed information which the childminder shares with parents. This contains the childminder's policies and details of the service she offers. The childminder chats to parents at the end of each day to share all relevant information. In addition, she completes a daily diary sheet which details what the children have done and how they've been. The wall in the kitchen beside the display board shows children's current art work. This gives children a sense of belonging and helps to keep parents informed and involved. Children benefit from this strong partnership.

Organisation

The organisation is good.

The childminder organises her home effectively to help to make the children feel welcome and to help to build their independence skills. She organises her time to give children time to play outdoors and to enjoy free, unstructured play indoors. The childminder is enthusiastic and caring and clearly enjoys spending time with the children.

All legally required paperwork is readily to hand for inspection. The registration and insurance certificates are displayed on a notice board in the kitchen parents to see. The childminder has produced comprehensive written policies to reflect her daily practice. These are shared with parents to ensure that they are well informed about the provision. Overall, the childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

At the last inspection the childminder agreed to; ensure that parents are aware of the complaints procedure, including the role of Ofsted; improve fire safety precautions by practising the emergency evacuation plan.

Children's safety has improved as fire procedures are in place and are regularly practised with the children. The childminder has a complaints policy in place, along with a complaints log, a poster with the contact details is also on display for parents.

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 the main bedroom is inaccessible to minded children

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