

Inspection report for early years provision

Unique Reference Number	207308
Inspection date	25 October 2007
Inspector	Jennifer Getty
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 1996. She lives with her husband, two teenage children and one adult daughter in a village near Alfreton, Derbyshire. The whole of the ground floor except for the bedroom is used for childminding, as well as the bathroom and computer room on the first floor. There is a patio area for outside play.

The childminder drives and walks to the local school and playgroup to take and collect children. She takes children to the local park.

The childminder is registered to care for six children at any one time and is currently minding eight children some of whom attend on a part-time basis. The childminder holds an early years childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well as the childminder follows good hygiene practices. Children wash their hands at appropriate times in the day and they are encouraged to brush their teeth. The childminder takes positive steps to minimise cross-contamination because children use individual towels, their own toothbrush and there is a hygienic nappy changing procedure in place. There is a suitable policy in place for sick children to prevent the spread of infection. The childminder is able to put good systems into practice when children become ill or have an accident, ensuring their needs are met. There is an appropriate system in place for the administration of medication, including prior written parental permission, and accidents are recorded. Parents receive detailed information about accidents and medication given to children. Children's health and welfare is promoted on outings as the childminder carries emergency contact details and the parental permission for emergency medical treatment.

Children are well nourished as they are offered a range of healthy and balanced meals, for example, pasta, salad and jacket potatoes. Snacks are a social occasion as children sit together at the large table and talk about their likes and dislikes. The daily menu is displayed for parents to see on the notice board and children's dietary requirements are met as the childminder obtains the relevant information from parents. Children have independent access to water and develop a sense of belonging as they choose their own cup.

There are daily opportunities for children to develop their physical skills. They regularly visit the local park, developing their climbing and balancing skills as they use the climbing equipment, swings and slide. Children enjoy playing outside with the sandpit and other equipment such as tunnels and pushchairs. Indoors, they enjoy moving to action songs and rhymes. Younger children have space to crawl and move around safely.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children feel safe and secure in the bright and welcoming environment. They are very settled and relish their time in the childminder's home. They are able to play and rest in the calm environment and younger children enjoy cuddles with the childminder, helping them feel secure. There are lots of smiles and laughing as they talk and play with the childminder.

Toys and resources are laid out to maximise children's learning and independence and provide a welcoming and stimulating environment for children. The excellent range of toys and activities including games, puzzles, soft toys, craft materials, role play resources, dressing-up clothes and construction toys, are highly suitable for a wide range of ages and abilities from babies to older children. All toys and equipment are regularly checked for safety and cleanliness. Space is extremely well organised so that children have easy access to all the resources and, as a consequence, they are developing high levels of independence.

Children's safety is paramount and the childminder carries out a thorough risk assessment which is regularly reviewed and evaluated, as well as carrying out stringent daily checks to ensure children are cared for in a safe environment. Risks of accidental injuries are minimised because the childminder is extremely vigilant. There are several detailed documents and policies in place to promote children's safety, for example, the safety policy includes information about how

children learn to keep themselves safe. Children are developing a keen awareness of safety through play, for example, young children playing with a jigsaw respond positively to the childminder's reminders about the dangers of candles. Younger children demonstrate a clear understanding about not touching the oven because it is hot. The childminder carries out regular and thorough fire practices with the children, ensuring they are carried out effectively and recorded in detail.

Children learn effectively how to keep themselves safe on outings through practical guidance and discussion with the childminder. Children learn from a young age how to cross the road and use a pedestrian crossing safely. The childminder gives high priority to maintaining children's safety in the car, ensuring children use appropriate car restraints. There are clear and detailed policies in place for lost and uncollected children which promotes their safety effectively.

Children are well protected because the childminder has an excellent understanding of child protection issues and is able to put robust procedures into practice if necessary.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are confident, independent and developing high levels of self-esteem. They have a superb relationship with the childminder and feel secure and valued. They have a strong sense of belonging as they are made to feel part of the family. They receive lots of praise and encouragement and receive high levels of support from the childminder. The excellent settling-in procedures start in advance of the starting date and involve several visits and discussions with the parents.

Children play confidently and become engrossed in a vast range of activities. They settle easily and demonstrate high levels of concentration as they put together a jigsaw, showing a great sense of pride and achievement as they finish it. The childminder makes good observations of children's learning which are carefully recorded in order to help them progress further. Young children, excited by the matching pieces of the jigsaw, nod enthusiastically as the childminder explains that there are two straight sides together and immediately look for the next pieces. Children play a dynamic role in the setting as they make choices about their play. Daily activities are flexible and allow for the interests and needs of each child. The childminder plans activities which clearly link with the Foundation Stage and the 'Birth to three matters' framework, providing high levels of challenge to build confidence and self-esteem. This has a positive impact on children's learning and means they enjoy a vast range of varied and developmentally appropriate activities.

Children are making excellent progress in relation to their age and ability. Young children are confident counting to ten and the childminder encourages them to develop their mark-making skills as they begin to form letters. They learn effectively through play, for example, they enjoy identifying opposites using jigsaws and they take part in everyday activities such as matching socks. Children recognise and talk about two socks making a pair. They giggle as they mix paint and glue together to make pictures for their bedroom doors, using interesting words to describe the mixture. The childminder offers good levels of challenge as they regularly discuss numbers and colours, for example, when using paints children are encouraged to think about what will happen when they mix red and blue. Consistent support and meaningful praise encourages children to become increasingly independent, to learn what they can do and know when to ask for help. Good social skills are encouraged as children regularly attend the local playgroup with the childminder and they make frequent visits to the park. Children of all ages and abilities

play well together. Children's work is displayed in files for them to take home, helping them to develop a strong sense of belonging. Older children enjoy their time at the end of the school day. They receive high levels of support as the childminder reads books with them and is sensitive to the needs of each individual, allowing time for rest and creative activities.

Helping children make a positive contribution

The provision is good.

Children are happy in the childminder's home. They are made welcome and there are good procedures in place to help younger children settle easily, for example, information is obtained about special words they may use or people they like to talk about. The childminder takes time to find out about each child's interests and preferences to meet their needs. However, children's records do not consistently contain information relating to their religion or home language, potentially impacting on their care and learning. Children form a good relationship with the childminder and their peers. They are treated with equal concern which helps them feel valued. The childminder helps children to learn about the wider world using a range of resources such as dressing-up clothes, doctor's medical kit and books, as well as visits to the local shops and opticians. Children develop an awareness of other cultures through activities based on different festivals, for example, Easter, Chinese New Year and Raksha Bandhan. Children from different ethnic origins are warmly welcomed and the childminder demonstrates a sound awareness of meeting the needs of children with learning difficulties and/or disabilities.

Children develop good social skills as they play happily together and the childminder encourages them to take turns and show concern for others. Young children confidently use 'please' and 'thank you'. They behave well and have a good understanding of the childminder's routines and boundaries. Children help develop their own house rules which helps them develop a sense of belonging. They respond well to the childminder's praise and encouragement and enjoy showing her their achievements, for example, their painting. Young children enjoy collecting stickers on their reward chart, helping them develop good self-esteem.

The children benefit from the childminder's positive partnership with parents. Parents receive information about the care of their child and have access to all the clear written policies and procedures. They also receive information about activities provided in relation to the different areas of learning of the Foundation Stage. Children's welfare is promoted because there is a daily exchange of information between the parents and childminder and the day's activities are recorded in a diary for parents to read. There is a detailed complaints procedure in place and parents have access to a range of relevant information on the notice board.

Organisation

The organisation is good.

Overall the provision meets the needs of the range of children for whom it provides. Children's welfare is promoted as the childminder ensures they are protected from those not vetted. They feel at home in the well-organised space which means they are confident to initiate and extend their own play and learning. Resources are well organised which helps promote children's independence. They are able to choose their own activities as well as enjoying those organised by the childminder, such as making door hangers and visiting local parks.

The children's progress is enhanced by the childminder's successful organisation skills. Their welfare, care and learning are promoted well through a range of detailed policies and procedures. Children are protected in the event of accident because the childminder holds an appropriate

first aid qualification. A daily register is maintained of the children's exact times of arrival and departure, promoting their safety and welfare, and most records contain detailed information, ensuring children receive a good level of care. The childminder organises her time well to ensure that the needs of children of all ages and abilities are met, promoting their care, welfare and development.

Improvements since the last inspection

At the last inspection the childminder was asked to: develop knowledge and understanding of diversity and promote it through provision of resources; practise fire evacuation procedures, and share policies and procedures with parents.

The childminder promotes children's understanding of diversity through a range of resources, such as dressing-up clothes, equipment relating to other cultures, books and toys. Children learn about various religions and cultures through activities based on festivals around the world, such as Chinese New Year and Easter. Children learn about keeping themselves safe because the childminder ensures that all children are aware of the emergency evacuation procedure and keeps a detailed record of the practices. Parents have access to the policies and procedures, promoting children's welfare.

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.

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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):

- ensure children's records contain information which enables appropriate care to be given

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