

Inspection report for early years provision

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| Unique Reference Number | 133932 |
| Inspection date | 12 March 2008 |
| Inspector | Jane Plested |
| 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 registered in 1993. She lives with her husband and their grown up son and teenage daughter. Their house is in a residential road, in walking distance of a pre-school, schools, parks and local shops. Childminding takes place on the ground floor. There is a garden available for children's outside play. The family have a pet dog.

The childminder is registered to care for six children under eight years. There are currently nine children who attend the setting, of whom, four are over eight years. The childminder takes children to the local school and nursery and attends a toddler group on a regular basis.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health receives good support because the childminder provides a clean environment. For example, surfaces are spotlessly clean and she wipes the high chair table prior to providing a snack. The childminder encourages good personal hygiene by placing pictorial reminders on hand washing beside the basin in her toilet and says she checks that independent children

complete these tasks. She maintains good practice when changing nappies and states her garden is checked to be clear of pet droppings before children play outside. This will act to minimise the spread of infection. The childminder has a clear written sick child policy and keeps the required records relating to children's health and safety. She reassesses her practice following accidents involving children so that they do not recur and keeps first aid resources accessible to treat minor accidents to children.

Children are encouraged to develop some healthy eating habits through the nutritious snacks that the childminder provides. For example, they enjoy dried fruit and fresh banana during the inspection. Parents provide their main meals, which the childminder ensures, are stored hygienically, however, the content has a focus mainly on ease of preparation. The childminder offers drinks to young children at appropriate times such as, on waking from a nap so they do not get thirsty.

Children enjoy a range of activities that support their physical health. They have access to the garden to use wheeled toys and a trampoline. Children of all ages have opportunities to visit the local park to use the slide, swings and to run around or play with balls. The childminder's awareness of child development means she is aware that mobility is an important part of one child's current stage of development. To support this she provides equipment such as a baby walker and encourages games like ball chasing, to encourage the development of walking skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The childminder's home is well maintained, as are the toys and equipment for use by young children. Areas such as the home corner have a good range of resources, and toys that are unsuitable for younger children are stored in a closed cupboard. This ensures children select from appropriate play resources.

Children are supervised closely as they play, the childminder straps them into the highchair so they cannot fall out and they rest in her view. The outdoor area is safe and secure. Indoors, some equipment is in place to prevent accidents, for example, cupboards have locks and most exposed sockets have covers. However, kitchen knives are within reach of older children, a trailing cord from curtains in the lounge are accessible and one area of low-level glass poses a risk. These unnoticed risks potentially pose a hazard to children.

The childminder describes clear practices to support children's safety and well-being in her policies and procedures. She has a generally good understanding of child protection issues because she has completed relevant training to cover this area of her work with children.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from the caring relationships the childminder fosters. For example, she gives a young child a cuddle and drink as they wake from a rest. They have routine to their care and this develops a sense of security. Children enjoy using the toys set out for their play such as the 'ball popping machine' and participate in ball games enthusiastically. This ensures children are busy and have fun.

Children's early speech and learning receives support from the childminder. She chatters freely as they play and look at books. The childminder names the colours of balls from the popper

and identifies familiar animals and they have fun together making animals noises such as roaring like a tiger.

Children of all ages are taking part in art and craft activities. Older children create detailed pictures of their family and art activities contribute to children's understanding of different celebrations as they draw Hanukka Lamps and make cards for celebrations such as Mother's Day. This helps to develop children's creativity and drawing skills and develop an awareness of different cultures and celebrations. Cutting and sticking activities also link to topics children share such as learning about the 'Dingly Dangly Scarecrow'.

Outside the home, younger children visit two toddler groups to assist in developing sharing and socialising skills. There are also visits to an indoor soft play area, a local park and woods for fresh air and exercise. Children's opinions are sought when planning outings for the school holidays so they are of interest. Children select venues such as Cotswold Wildlife Park, Cogges Farm and the Natural History Museum; these support children knowledge of the natural world.

Helping children make a positive contribution

The provision is good.

The individual needs and routines of children are discussed and recorded so they receive the appropriate levels of care. The childminder supports young children's good access by setting out resources so they can reach them and make choices in their play. She encourages younger children to participate in playful activity so they stay busy.

Children experience a variety of activities that help them learn about the wider world. They celebrate festivals through art and craft activities and during sessions at toddlers taste foods from different cultures. Outings help children learn about their community. The childminder has an appropriate understanding of how to support children with learning disabilities.

Children are confident and at home. The childminder offers praise and encouragement to young children thus building their self-esteem. She does this by using words such as 'you are very clever' when children are successful during play.

Children benefit from the childminder's ability to work in partnership with parents. She encourages parents to read her policies and procedures. She makes adjustments to her routines in response to requests from parents and provides a diary to share two-way communication about the day-to-day care of younger children.

Organisation

The organisation is satisfactory.

The childminder organises the environment generally well. The activities for children are planned, well organised and adapted to meet individual children's stage of development. Children have plenty of space to move around and develop their play/interests. The childminder provides good levels of supervision and support during children's activities. This supports their safety and development.

Detailed written policies and procedures are in place. There are appropriate systems for sharing them with parents, because the childminder shares these on admission and they are available for parents to see at any time. As a result, they have good opportunities to understand her work with children.

The childminder keeps the majority of the required and recommended records most of which she shares with parents. These contain detailed information about children and their needs and these follow practice for confidentiality. Most of the recommended parental agreements are in place such as for giving medication but she has no written consent for taking photographs. This means she has no evidence parents agree with this practice. 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 all incidents and pre-existing injuries are recorded. She also agreed to extend the range of written policies and procedures.

The childminder now records accidents and incidents but she has not thought to keep a record of all the pre-existing injuries she observes on children. This means that information on children's well-being will not be available for later reference. The childminder has put in place a broad range of written policies and procedures. These clearly explain how she will care for children and they are freely available for parents to read. This will inform their understanding of her childcare service.

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):

- assess the risks to children's safety and take action to minimise these
- ensure that all pre-existing injuries are recorded and obtain consent for taking photos
- further improve information for the provision of meals provided from home.

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