

Inspection report for early years provision

Unique Reference Number 106852
Inspection date 08 January 2008
Inspector Kay Roberts

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The childminder registered in 1998. She lives with her partner and three children aged six, eight and 11 years. They live in a three bedroom house in the Fishponds area of Bristol. The family have two love birds. Children have access to the ground and first floor rear bedroom and bathroom, and a fully enclosed outdoor play area. The childminder is registered to care for five children under eight years when working alone. She is registered to care for a total of seven children under eight years when working with another childminder or assistant. There are currently ten children on roll, all of whom are under five years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in a clean environment and know that they should take off their shoes before entering the playroom. Children learn the importance of hygiene through the daily routine as they wash their hands after using the bathroom and before lunch. The importance of dental hygiene is reinforced as children participate in discussion and an activity where they draw a face and then pretend to brush the teeth. The risk of children becoming ill is reduced as the

childminder follows hygienic procedures and talks to parents about the need to exclude children who are sick. There are suitable procedures for managing both accidents and medication so that children's welfare is promoted. However records are not confidentially maintained, parents written consent to administer medication is destroyed once they have countersigned the record book to acknowledge that medicine has been administered and the consent form is not fully detailed.

When thirsty, children help themselves to their bottles of drink, which are clearly distinguishable as they are provided by parents. Children begin to understand healthy eating as when playing with the toy kitchen, the childminder explains that chicken will make them grow big and strong. Children eat packed lunches from home as a way of ensuring that special dietary requirements are met. All children sit together for lunch whilst the childminder and her assistant stand up and supervise. Older children are independent, but those just under two years continue to be fed by adults. Children do not have anything to eat with the childminder until lunch time and as they ask for food shortly after arrival, may be hungry.

Children do not get over tired as the childminder follows babies' home routines for rest and is alert to the needs of older children. Children quickly relax and fall asleep in a darkened room, undisturbed by their peers. Indoors, children develop large muscle skills as they run around in circles and with assistance from the childminder do 'roly, polys'. Children jump up and down with two feet together and carry a heavy wooden abacus from one area of the room to another. Children dance to music and participate in action rhymes, such as, 'Heads, Shoulders, Knees and Toes' which also familiarises them with parts of the body. In the warmer weather children take exercise as they play in the garden, on the swings and slide. Occasional visits to parks and indoor, soft play areas, where they climb and scramble, extends children's large muscle skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children confidently enter the premises which are suitably decorated and maintained. The room for most childminding activities is inviting with displays of children's art work and photographs. There are small clear, cases with displays of Winnie-the-Pooh, Postman Pat and Noddy characters. The range of clean, safe toys and books, which cover all areas of learning, are placed to the side of the room and on shelves so that children make informed decisions about what they wish to play with. Resources are regularly rotated with those stored elsewhere in the home so that children remain interested in what is available. Organisation of the room maximises children's freedom of movement and space available for play and physical activity. Children are able to access a second room for relaxation at the end of the day, when they listen to a story or watch a video. Children benefit from having access to a garden for outdoor play in the summer months.

Children play in a secure environment so they do not leave unnoticed. There is a suitable procedure in place so that children are only released to authorised adults. Although the childminder has suitable equipment in place, such as, safety gates, children are still at risk of an accident because unnoticed children open the gate and go out of the room, and climb into a shopping trolley which may tip up. In addition, low level safety glass does not comply with safety requirements and when using large equipment in the garden, such as, enclosed trampoline, the childminder does not follow manufacturer's instructions. At frequent intervals toys in which children have lost interest are cleared away so that trip hazards are minimised. There is a monitor in place to check on sleeping children. The childminder has suitable fire safety equipment in

the home and exits are kept clear, so that children are protected in the event of a fire. Children are further protected as the childminder is knowledgeable about local safeguarding procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled with the childminder and her assistant. They snuggle in as they listen to stories. Children are curious and want to study a computer. They are social and form friendships. Younger children learn as they copy what older children do. At other times younger children observe older children as they help to create a land for dinosaurs. Some children are interested in dinosaurs and able to name the different types, know which ones fly and those which do not. Children use their imagination as they make the noises they believe a dinosaur would make and as they move the dinosaur around, speak on the dinosaur's behalf. Children use hand-eye co-ordination as they operate an extensive range of interactive resources. As they press the buttons on a telephone they try to copy the pattern with the lights as one button is lit up and then another, but are not yet quick enough to keep up. The childminder encourages children's listening skills by explaining to children that they must listen to the interactive voice as items of food are scanned and placed into the shopping trolley. Children are then encouraged to count the items, and when they do not the childminder counts instead, so that children become familiar with the sequence of numbers. The childminder follows children's interests so they are motivated to learn. After playing with the toy food for a short while, the activity is extended as the childminder suggests a tea party for the dolls. Most children join in with the activity and even very young children explain that they are feeding a doll. Children learn by following the childminder's example as she participates in activities, such as, dancing. Children try to keep to the rhythm of the music as they play a range of musical instruments and children's learning is again extended as the childminder shows children how to play the instruments quietly. Children are given the time and opportunity to develop problem solving skills as they join a railway track, but as unsuccessful, the childminder offers assistance so children do not get frustrated. Younger children are able to name different animals, such as fish and cat, and other children are beginning to recognise the sounds of some farm animals. Children use pencil control as they colour in pictures. Although for much of the time children are independent, occasionally younger children are not given the opportunity to do things for themselves.

Children make sound progress as the childminder makes monthly observations of children which are monitored against the various aspects of Birth to three matters. The childminder identifies what children know and how she can extend children's learning onto the next stage of development. Children's well presented progress records include many photographs and are shared with parents on a monthly basis. In the summer months children benefit as they go on a number of outings to parks, the seaside and farms, so that they learn from first hand experience.

Helping children make a positive contribution

The provision is satisfactory.

Children new to provision are helped to settle as the childminder encourages them to become involved with other children. Babies are emotionally secure as the childminder follows their home routine and has a close working relationship with parents. Good verbal communication between childminder and parents facilitates children's individual needs being met on a daily basis. Parents are aware of practices within the setting as they have copies of the childminder's

policies and procedures, and discussion. Suitably detailed contracts ensure that all parties are clear about their remit.

Children are generally well behaved as potential conflict situations are quickly resolved before they can escalate. Children have a sense of belonging as their art work and photographs are displayed, and children enjoy looking at photographs of themselves. Children have confidence knowing they are all valued and included, and activities are adapted to children's level of ability so they can all achieve success. The childminder and her assistant usually listen to what children say and respond to their interest. Children develop a positive attitude to difference as they follow the lead of the childminder. They have free access to resources reflecting positive images of diversity and learn that there are different cultures. For example, at the time of the Chinese New Year children look at which animal represents their year of birth. They go on an imaginary journey in an aeroplane to China and afterwards the childminder explains what children may see and the food people may eat.

Children also have opportunities to learn about the wider world when they go on outings to the sea side where they go crabbing with fishing nets and visit Father Christmas at a garden centre. Children learn to respect nature as they see the sheep and goats at a number of farms and are able to hold rabbits. In the garden children look for spider webs and search for natural objects to create a collage.

Organisation

The organisation is satisfactory.

The childminder meets the needs of the range of children for whom she provides. She is appropriately qualified and keen to extend practice, has undertaken further training since the last inspection on subjects, such as, food safety, Birth to three matters and inclusion. At present she is also studying for a Diploma in caring for children in a home based setting, which she has found particularly beneficial. Although the childminder has documentation in place, it is not always fully detailed, confidentially maintained or retained for any significant period of time. The childminder provides a clean, welcoming, colourful, home environment where they have space for play, relaxation and physical activity. Generally the childminder and her assistant are well deployed, but occasionally are not alert to children who may place themselves at risk of an accident. Children make sound progress and are happy and settled with the childminder and her assistant.

Improvements since the last inspection

At the last inspection in February 2005 the provider agreed to meet four recommendations and has made good progress against each. The first requirement was that the toys and equipment be better organised so that children can make more effective use of available resources. To address this the childminder has now organised a large walk in shelved, storage area away from the playroom for many resources, so that space available for play has been maximised and children are not overwhelmed by what is on offer. The second recommendation asked the childminder to develop an arrangement for sharing information with parents about the setting and children's development. The childminder has written some policies and procedures to reflect her practices and these are duplicated for parents. On a monthly basis parents also have an opportunity to take home and view their children's well presented progress record. One recommendation required the childminder to keep a record of the times of arrival and departure of children and assistant when present, and this has now been achieved. The final recommendation related to the safety of the garden. Children are now further protected as the

garage door has been secured and the overgrown bushes have been cut down and the garden reorganised so that it is more child focussed with climbing frame and play house.

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):

- review the organisation of food and meal times
- undertake a further risk assessment of all potentially hazardous activities and areas accessible to children, and in particular ensure that low level glass does not pose a risk to children
- ensure that children are closely supervised at all times so they do not pose a risk to themselves
- improve documentation so it is fully detailed, confidentially maintained and retained for an appropriate period

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