

Inspection report for early years provision

Unique Reference Number	EY231301
Inspection date	13 February 2008
Inspector	Dawn Biggers
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 was registered in 2002. She lives with her husband and two children aged 11 and 14 in Kingsteignton, Devon. All areas of the ground floor are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding eight children under eight, who attend on a part-time basis. The childminder also cares for children over eight years of age. The childminder walks to local schools to take and collect children. She runs and attends the local toddler group, and takes children to the park and on outings.

The childminder is a member of the Devon Childminding Association.

The childminder supports children with learning difficulties and/or disabilities.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The childminder holds a current first aid certificate and has arrangements to administer medication and records accidents clearly. However, written records of medication administered to children are not kept and this undermines her health procedures and is a breach of the regulations. Children's health is promoted through good hygiene practices and routines, for example, the childminder acts as a role model, using a disposable apron whilst feeding a young child, and wet wipes. Children are encouraged to wash their hands before meal times and develop their own self-help skills. The risk of infection is minimised through the childminder's clear sickness procedures. Information is provided for parents about infectious diseases and illness exclusion periods. Good washing facilities sustain high levels of hygiene and prevent the spread of infection, for example, children use individual towels. The risk of this is also minimised through satisfactory nappy changing procedures where a mat is used and the childminder washes her hands. Children are cared for in a clean, well-maintained home where they learn the importance of good hygiene and personal care.

The childminder takes account of the wishes of parents to provide nutritious light meals and these are refrigerated. Children enjoy a good range of healthy snacks as the childminder provides these, for example, fresh fruit, raisins and occasionally organic biscuits. Drinks are provided within the routine, for instance, at snack time they access a beaker with either Ribena or water. Young children are held whilst being bottle fed and the childminder closely monitors how much they drink. Close liaison with parents ensures children's individual needs are met, for instance, they discuss a child's diet and fluid intake.

Children begin to learn the importance of physical activity in maintaining a healthy lifestyle. They participate in a satisfactory range of activities, for example, they develop control of their body, using the trampoline and play equipment in the warmer months. They receive fresh air and exercise, walking or riding in the pushchair to school and visit the park and soft play area. They enjoy quieter activities, for instance, using the sticker book, and young children rest in the pushchair according to their routine.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children experience safe, secure premises and therefore they are protected within a well-maintained home. They move freely, for instance, playing between the conservatory and dining room. The environment is child orientated so children can access a good variety of quality toys and equipment. These are organised accessibly in low-level storage baskets, boxes and shelving units within the playroom. Resources are all suitable for the age and developmental stages of the children and meet good safety standards. Therefore, young children begin to make choices, for instance, they help themselves to the cash register and dolls.

The childminder gives good priority to maintaining children's safety outside the home. Children are closely supervised and good safety equipment is used, for example, car seats, reins, wrist straps and a double pushchair. She encourages children's awareness of road safety, discussing the green cross code, and acts as a good role model.

Children are protected well from potential hazards as risks have been clearly identified and minimised, for example, cupboard locks, plug sockets and safety equipment are used. The childminder has rules for the garden, for instance the trampoline is used one at a time and this is enclosed with safety netting and written parent consent is obtained. The childminder's thought through written emergency evacuation plan has been practised with the older children, in safeguarding and developing their awareness of leaving the house in an emergency. The childminder ensures young children are safe, strapping them in the high chair at meal times and monitoring them when they are resting on the ground floor in a pushchair. Children begin to learn about aspects of safety, for example, the childminder talks about potential hazards, such as what can happen if they leave too many toys on the floor. She frequently tidies these, encouraging the children to help. Activities enable children to play with the smaller toys away from the younger peers, therefore safeguarding them.

Children's well-being is safeguarded. The childminder has a clear understanding of child protection procedures and her role and responsibilities. She shares her procedures with parents and records any existing injuries; therefore they understand how children are safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are sociable, generally happy and settled. They make good progress, being interested and occupied in a wide range of resources, which support their learning. They begin to make choices, asking to play with the sticker book. They are independent and develop their communication skills, using language confidently to share what they are playing with, for example, 'it's a motor car'. Younger children develop their early communications skills, they make vocal sounds and screech with pleasure when shown and supported to put the shapes in the musical sorter. They explore using their senses, for instance, they chew on their teething ring and put the rubber duck into their mouth. Children use language confidently, for instance, they ask questions whilst repeatedly pressing the animal noises, 'what's that noise'? They investigate the toys, taking the bricks out of the box. They respond to the childminder's skilful interactions and questions which extends their thinking skills, whilst listening to a story.

Children also play independently, singing and talking to themselves when using the cash register and play people, 'I have got another one'. They use their imagination flying the helicopter in the sky and push and pull the cars, explaining 'it goes faster'. They receive good attention and support within a warm, secure relationship. They smile, laugh and call to the childminder, involving her in their play, for instance, they show her the piglet story. The childminder's good relationships and positive interactions increase their sense of well-being. The childminder has a good awareness of children's interests and development. She is using photographs and observations to help her track and plan for their next steps.

Helping children make a positive contribution

The provision is satisfactory.

Children have access to a satisfactory range of resources which reflect differing cultures, for example, dolls, books and dressing up clothes. Some celebrations are incorporated, such as Easter, Christmas and Valentines Day where children make bonnets, cards and decorations. The childminder provides an inclusive environment as activities engage them all, for instance, they all participate in playing with the large construction set and using the stickers. Children attend from various cultural backgrounds; therefore discussion takes place about all of their

backgrounds. The childminder has experience of special needs, liaising with parents and other professionals about their routine and behaviour and this supports children individually. Children are valued and respected as the childminder listens to their choice of activities, for instance, they ask for the sticker activity. They bring various toys from home with them, such as a doll. Children begin to learn about the local community as they walk to school, go to toddlers, the park and on outings to the zoo.

The childminder provides consistent boundaries and uses a friendly approach. Therefore, children generally respond to her polite manner and are appropriately behaved. They begin to tidy up and take turns, for instance, whilst playing with the bricks. They respond to her intervention and redirection appropriately, as they sometimes need guidance and support. Praise and encouragement begins to boost their self esteem, as their achievements are acknowledged, for example, they eat more of their lunch and share their pictures with her.

Children are secure because of the satisfactory relationships with parents. The childminder liaises with them, discussing the children's individual needs, and this contributes to their well-being. She is sensitive to the needs of changing family circumstances and uses advice from other professionals to support their present situation. She informs them of their day through daily discussion. Therefore, parents feel included and involved in their children's experiences. However, the childminder has not shared her satisfactory complaints procedures with parents and therefore, they are not clearly up to date on all her practices.

Organisation

The organisation is satisfactory.

The childminder shares most of her procedures and records with parents from the start and keeps them suitably informed about her service, children's activities and routines. The exception to this is the documentation relating to administration of medication; this is not organised effectively to fully support children's welfare and safety. She has begun to identify a few courses to support and extend her practice.

The childminder shares her time and attention well between the children. She has a routine and uses the areas effectively to provide a good range of experiences to support their learning. Therefore, children are settled, generally happy and familiar with the home. She liaises with parents and this supports children's care and well-being. The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

Since the previous inspection, the childminder has begun to improve children's health, well-being and documentation.

She has obtained permission from parents to seek emergency medical aid in the event of a serious injury and obtains written permission from parents before administering medication; however records are not kept of this. Therefore her procedures do not all promote children's health. She obtains more detailed written information about children from their parents and therefore this enables her to meet their individual needs more effectively, which promotes children's well-being.

Complaints since the last inspection

Since 1 April 2004 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 satisfactory. 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):

- keep a written record, signed by parents, of medicines administered to children
- ensure that information is shared with parents about the complaints 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