



## Inspection report for early years provision

<b>Unique Reference Number</b>	222383
<b>Inspection date</b>	14 December 2005
<b>Inspector</b>	Veronica Sharpe

<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://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?

This childminder lives with her husband and 3 children aged 10, 13 and 15 in Cambridge. She is registered to provide care for no more than 6 children under 8 years and is currently caring for 3 children aged under 5 years and 6 older children before and after school.

Minded children mainly use the ground floor of the home. There is an enclosed back garden for outdoor play. Nearby facilities include play areas, a country park and several toddler groups.

The childminder is a member of an accredited childminding network and belongs to the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about good hygiene practice through well-planned daily routines. They wash their hands before meals or after using the toilet and learn about germs, for example, through topic based activities. Children are protected from cross infection because the childminder implements good hygiene procedures, such as wiping the nappy changing mat after each use.

Children benefit from very good systems to ensure they have appropriate care when they are ill or have an accident. The childminder knows the children well and ensures information about any allergies or special needs is complete and up to date. Written policies and procedures are implemented and shared with parents to ensure consistency when recording accidents and the administration of medication.

Children enjoy physical play every day, for example, they visit the recreation ground to use the climbing equipment or go for walks. They take part in active, social games at local groups, such as parachute play and enjoy picnics in the fresh air in summer. Routines are consistent and enable children and babies to rest or be active according to their individual needs, which ensures they are settled and content.

Children learn to make healthy choices as they enjoy a good range of fresh fruit and vegetables at snack times. Parents provide packed lunches, which are nutritious and healthy and comply with the childminder's healthy eating policies. Children sit together to share meals and snacks in a relaxed and social environment, which ensures they develop good manners and enjoy their meals.

Babies eat according to their own individual routines, they sit with the older children to share meals and enjoy healthy and nutritious meals as provided by their parents. Their food intake is recorded so parents have a clear idea of their children's daily diet. Children eat appropriate foods because the childminder discusses their nutritional needs and preferences with parents. Water is always available so children are well hydrated and older children develop their independence by helping themselves.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play and move around safely in a spacious, warm and well maintained home where risks have been identified and minimised. Appropriate safety equipment is in place to protect children, such as safety gates and smoke alarms. Written fire procedures have been devised in line with advice from the local fire authority. So that

children develop their understanding of hazards the childminder explains dangers to them, such as why they should sit properly on chairs. Younger children are kept safe when sleeping as they are monitored by a baby alarm and physically checked.

Children enjoy outings in safety, for example, they learn to cross roads using instructions that are shared with parents for consistency. Written procedures are in place to reassure parents and keep children safe, such as what happens if a parent is unable to collect a child or a child is lost.

Children enthusiastically select self-chosen activities from a good range of safe and interesting toys and resources. Accessible toys and equipment are suitable for the age range and are checked frequently to ensure they are safe and clean. Children select additional resources from the playroom so they can extend their enjoyment and learning, for example a child chooses a different and more challenging shape sorter .

Children are protected from harm because the childminder has an excellent understanding of child protection issues. She attends regular training to update her knowledge and is aware of her responsibilities to supervise and keep children safe.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children benefit from warm and affectionate relationships with the childminder, they seek out her company, chatter about their play and have clear expectations that she will listen and respond positively. Children confidently explore their environment, they seek out their favourite toys, and happily make the childminder a 'cup of tea' which she accepts with pleasure and good humour.

So that children progress the childminder plans a good range of enjoyable and stimulating activities. Puzzles and board games help children develop physical control and extend their knowledge of numbers. Their imaginations are well-developed, they dress up, make tea in the 'kitchen' and listen to a range of stories that stimulate their interest. Creative activities help children learn about festivals that reflect their home backgrounds. For example, making toffee apples for bonfire night.

Children play together very well, they share and take turns and enjoy each other's company. They socialise frequently so they develop good relationships in their own community. For example, by visiting local activity groups or meeting other childminder's children for spontaneous group activities, such as picnics or 'races'.

Children aged under three years benefit from the 'Birth to three matters' framework. The childminder plans activities that help younger children progress, for example, she develops their physical skills by encouraging them to crawl and explore. Written assessments and examples of children's artwork are kept and shared with parents so they are fully informed about their children's activities. Babies are encouraged to play alongside older children and therefore form good relationships. This, in turn, helps older children develop caring attitudes towards younger or less able children.

## **Helping children make a positive contribution**

The provision is good.

Children enjoy a good range of resources and activities which help them learn about diversity and the wider world. They explore festivals, such as Passover or Easter, that are relevant to them and they extend their understanding using books or the Internet. The childminder knows the children well, which ensures she is aware of their backgrounds and meets their individual needs.

Children make independent choices and follow their own interests using the good range of accessible and age-appropriate resources. Children's likes and dislikes are taken into account and written policies and procedures are shared with parents to make it clear that anti-discriminatory good practice is implemented.

There are no children on roll with special needs, however the childminder has attended some workshops on caring for children with specific disabilities and has skills to provide an environment that is sensitive to children's individual needs.

Children learn to behave well as they play together and socialise with their peers. Praise and rewards, such as a star system are used in discussion with parents to promote children's self-esteem and help them to behave well. Older children follow positive house rules which encourage them to 'be kind' or 'say sorry'. Consistent rules, such as sitting together for meals ensure children know what to expect and as a result they are settled and confident.

Good relationships with parents ensure children are secure and well cared for. Written plans, photographs and assessments for all children are shared with parents so they have a clear understanding of children's activities and progress. Younger children have a daily diary, which keeps parents fully informed about their daily routines. Written testimonials from parents demonstrate the high regard in which they hold the childminder and the care she gives their children. Although the childminder is aware of the changes in the National Standards she has not yet amended her written complaints procedure, which means parents are not fully aware of the impact of the changes.

## **Organisation**

The organisation is outstanding.

Children are kept safe as the childminder has a clear understanding of her responsibilities. Children are not left unattended with unvetted adults, such as the students who sometimes live in the family home. Children have good opportunities for one-to-one support as the childminder organises her time well to ensure adult-to-child ratios are always maintained, for example, in term times younger children are collected by their parents before older school children arrive. Documentation, such as daily registers are maintained meticulously so clear evidence of attendance is kept.

Children benefit from the childminder's excellent knowledge and understanding of

child development. Her wide experience and training enables her to provide a wide range of well-organised and appropriate activities that meet the needs of the children who attend. Membership of an accredited network enables her to share good practice with other childminders and reflect on improvements to her own good practice. Her commitment to professional development ensures children continue to thrive.

To promote children's health, safety and welfare there is a comprehensive range of written policies and procedures that underpin the childminder's good practice. These are shared with parents, who each receive a copy so they are fully informed.

Children's records are complete and are updated regularly so they continue to reflect children's changing needs and circumstances. Files and records are well-ordered and easily accessible, so that, for example, emergency details can be accessed. Substantial evidence of children's learning is collected in the form of photographs and examples of children's artwork. These individual records of achievement are shared with parents so they are aware of their children's activities and progress. The provision meets the needs of the children who attend.

### **Improvements since the last inspection**

At the last inspection the childminder was asked to improve her knowledge of other cultures and religions and obtain further advice to enable her to support children who have English as an additional language. Since the last inspection the childminder has attended various multicultural workshops. This enables her to provide a range of appropriate activities that reflect the backgrounds of the children attending. To support children who have English as an additional language the childminder discusses their needs with parents. She encourages children to use signing so they are able to express their wishes or share simple messages, such as 'thank you'.

The childminder was also asked to improve children's imaginative play opportunities and resources. Children play imaginatively with an improved range of dressing up clothes and hats. Additional resources, such as the 'pack on the back' are borrowed so that children can extend their experiences.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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):

- update the written complaints procedure to reflect recent changes in the National Standards.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)