

Inspection report for early years provision

Unique Reference Number	EY221536
Inspection date	03 March 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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The childminder first registered in January 2001 and is a member of the National Childminding Association. She lives with her uncle in a three bedroom detached house in a residential area of Portishead, close to the town centre. There are shops, parks and local schools within walking distance. Children have access to the ground floor and the front bedroom on the first floor. There is a fully enclosed garden available for outside play. Registration is for a maximum of six children under eight years and currently there are 13 children on roll, four of whom are under five years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment where their good health is actively promoted. From a young age babies begin to understand the importance of hygiene through the daily routine, as the childminder wipes their hands with a wet wipe before they eat. As children grow they learn that they must wash their hands because otherwise germs will make them ill and know that after eating they should brush their teeth. The risk of infection is greatly reduced as the

policy for excluding children who are ill is shared with parents and the childminder complies with the exclusion periods guidance for communicable diseases, as laid down by Environmental Health. Children are fully protected in the event of medication or first aid being required, as the childminder has safe systems.

Babies do not get thirsty as they are offered a drink of water upon waking and help themselves to their beakers at other times. Parents are aware of the type of food children eat, as they are able to view the childminder's sample menu. Children enjoy eating healthy, varied, home cooked meals made from fresh ingredients. Babies make decisions about the fruit they have for snack and are encouraged to be independent in feeding themselves. As children grow they help the childminder to prepare snacks of crackers, fresh fruit salad and pizzas, when they select from a range of healthy toppings. Children plant and nurture a range of seeds and seedling so they are aware of how fruit and vegetables grow.

Children have good opportunities to play outdoors where they are protected from the elements. In summer children do not get burnt as sun screen is applied, and they wear hats and long sleeved t-shirts. Children play in the shade of the tents and umbrellas when in the garden. Children wrap up warm in winter in coats, hats and mittens and those in buggies are wrapped up in a blanket. When wet, children wear wellington boots so they can go puddle jumping. In the garden children have access to a wide range of activities so that their interest is sustained and learning encouraged, for example, when playing with sand and water, children's language is promoted and they begin to understand mathematical concepts. Children develop large muscle skills as they jump up and down on the trampoline and space hopper. Co-ordination is developed as they play with bikes, balls and skipping ropes. At parks and the drop in centres children extend their physical skills, as they mount the climbing frame. Indoors children continue to take exercise as they join in with the words and actions for 'Head, Shoulders, Knees and Toes', which also helps younger children to name the different parts of their body. Babies develop strength in their legs as they walk around pretending to use a toy vacuum cleaner, the childminder moves toys out of their way so they do not trip. Babies do not get over tired as the childminder recognises when they need a sleep and places them in another room away from other children, so they are not disturbed by their peers.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children relax as the childminder greets children at their level and encourages them to have fun. Children are able to move freely between all rooms on the ground floor so that they have variety of environment. Furniture is placed to the side of the room so that space for play and physical activity is maximised. Sofas in the lounge provide space for relaxation. The home is suitably decorated and maintained, and the well presented displays of children's art work and photographs give children a sense of belonging. There is child sized furniture in the kitchen/diner so that children are comfortable. Children confidently help themselves to the broad range of clean, safe resources, which are regularly rotated with those stored elsewhere in the home so children remain interested. Children also benefit from having direct access to outdoor play.

The risk of children having an accident is greatly reduced as the childminder regularly checks her home environment to ensure there are no potential hazards and closely supervises children at all times. Premises are secure so that children do not leave unnoticed. There are safe procedures in place so that children are only released to authorised adults and are protected from people who have not been vetted. The childminder's knowledge and understanding of local safeguarding procedures, for which she has undertaken further training, offers children

further protection. In the event of a fire children are protected as the childminder has suitable equipment in place, although the fire blanket is not quickly accessible in the event of an emergency. Children practise the drill and the importance of fire safety is reinforced when they visit the fire station. They enjoy sitting in a fire engine wearing a helmet, and help to roll out and spray water from the hose. On outings, for which there is a safe procedure, children begin to understand how to protect themselves as the childminder explains road safety, 'stranger danger' and what they must do if they get lost.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and emotionally secure in the close relationship with the childminder. Babies put out their arms in anticipation of the childminder picking them up. Upon waking they receive a gentle greeting and snuggle in. They explore toys by mouthing and shake a small tambourine and bells. As they pick up a small doll they feel the texture of the hair. Communication skills are promoted well through the constant gentle interaction from the childminder. Babies attempt to chat to the childminder who acknowledges their verbalising, so that they make a broad range of sounds and sometimes they try to copy the childminder's words. As babies look at a book with the childminder she names the animals and makes the corresponding animal noises. Babies are given encouragement to make decisions about the food they eat and to be independent. When they point to a toy the childminder follows through on their interests so they are motivated to learn and do not get frustrated. Babies are curious and learn by watching the childminder's example. As the childminder builds a tower out of sticking beakers she counts each one so that babies become familiar with the sequence of numbers. They begin to develop hand-eye co-ordination as they try to place one stacking beaker on top of another and the childminder praises their achievements so they are keen to continue. Co-ordination is used as babies attempt to clap. They enjoy playing games with the childminder and drop a toy duck on the floor, in anticipation of her picking it up. Babies are aware of the daily routine and when they see that their meal is nearly ready reach a bib for themselves. The childminder is knowledgeable about Birth to three matters, against which she monitors young children's progress through observations and photographs. The many first hand experiences provided on numerous outings and planning for children's next steps in learning facilitates children's good progress.

Helping children make a positive contribution

The provision is good.

Children new to the provision are helped to settle as there is a gradual introduction to the childminder and her home, based on individual needs. If children are old enough the childminder talks to them about what they like to eat and the activities they enjoy so that she is able to meet their individual needs. Children have a sense of belonging as their art work and photographs are displayed. They develop confidence as the childminder praises their achievements, listens to what children say and respects their individuality. Children are well behaved and from a young age learn to be polite, as babies say 'ta' when offered a toy. A positive attitude to difference is developed as children see posters and play with resources reflecting positive images of our diverse society. They learn that some cultures are different as cultural festivals are acknowledged. For example, at the time of the Chinese New Year, children made masks, coloured in pictures of dragons and tasted noodles.

Children have many good opportunities to learn about the wider world. They develop some understanding of the local community as they accompany the childminder to collect children

from school and visit drop in centres, the library, shops and parks. An appreciation of nature is fostered as they study the animals at farms, garden centres and Bristol Zoo. They go on nature walks through the woodland at Blaise Castle studying the trees and plants, and collect leaves to make a collage. In the childminder's garden they watch squirrels through the patio doors. As they plant a range of fruit and vegetables and watch them grow they begin to understand life cycles.

Children are emotionally secure in the relaxed relationships between their parents and the childminder. Parents are fully aware of the childminder's practices as they have copies of her many well presented, personalised policies and procedures. Parents are updated about their children both verbally and in writing, and whenever possible are given advance warning of planned outings. Fully detailed contracts ensure that all parties are clear about their remit.

Organisation

The organisation is good.

The childminder meets the needs of the range of children for whom she provides and is enthusiastic about her work. She is appropriately qualified and keen to extend practice has undertaken many training courses since the last inspection on subjects such as healthy eating, behaviour management, diversity, safeguarding, food hygiene and Birth to three matters. The childminder has also recently completed an NVQ level 3 in child care. She is able to assess her own provision and in the future plans to provide children with a catalogue of resources so that on a daily basis they have more choice. The childminder is well organised so children receive a high level of support and receive appropriate care in the event of an emergency. The childminder's welcoming home is arranged so that children have space for relaxation, play and physical activity. Babies and children are happy and settled with the childminder. They make good progress as the childminder has an effective planning cycle and makes learning more interesting by providing many first hand experiences on numerous outings. Paperwork is confidentially maintained and shared with parents as appropriate. Children's health, safety and welfare are actively promoted as documentation complies with the National Standards and regulatory requirements, although the written complaints procedure does not fully explain how complaints will be investigated.

Improvements since the last inspection

The childminder has made good progress against the five recommendations agreed at the last inspection in May 2003. Children are now further protected as the childminder has attended two training courses related to child protection. Children are now able to make informed decisions about the toys they play with as resources are now better organised and the childminder has a system for regularly rotating resources to which children have access. Children now have greater access to resources reflecting positive images of our diverse society. The childminder has purchased additional books and posters which are displayed in the hall, and regularly makes use of a toy library. The childminder has extended her knowledge of caring for children with additional needs by attending both the Foundation and Enhanced Makaton sign language courses and has explored this subject further as part of her NVQ level 3 training in child care. In line with the final recommendation parents have now given written consent for a colleague to care for children in the event of an emergency.

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):

- improve fire safety by ensuring the fire blanket is readily accessible in the event of a fire.

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