

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY350287
<b>Inspection date</b>	09 May 2008
<b>Inspector</b>	Susan Sykes
<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?

The childminder was registered in 2007. She lives with her husband and young son in a township to the south of Peterborough. Minded children have access to all areas of the ground floor with toilet and sleep facilities available on both floors. There is an enclosed garden for outdoor play. The childminder is registered to care for a maximum of five children at any one time and takes and collects children from school or other groups. She is a member of the National Childminding Association and receives support from the local authority. The childminder has no pets.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children are protected from infection and are well taken care of if they have an accident or become ill. Children are cared for in a well-maintained home where levels of cleanliness are high. They stay healthy as the childminder fully implements her sickness policy, discouraging children who are unwell from attending. This supports the prevention of cross-infection and supports the well-being of the poorly child. Children's health is maintained in the event of a

medical emergency. The childminder holds a current first aid qualification and ensures sufficient medical supplies are available in her first aid box at all times ensuring she can respond to minor injuries. All accidental injuries and medication administered are meticulously recorded in line with current requirements.

Children receive a nutritious balanced diet and all meals comply with individual dietary needs. Snacks such as fresh fruit or lunchtime meals such as filled pitta breads or beans on toast are offered and children's understanding of healthy eating is further promoted through discussion or colourful posters which adorn the eating area. Children can respond to their thirst as fresh drinking water is always accessible.

Children enjoy a wide range of physical activities which contribute to their good health. Each day they take walks within the local community accessing parks or walk to the local school. There is a range of equipment in the garden to further enhance children's physical skills as they use the small climbing frame and slide, the see-saw or engage in bat and ball games. These activities promote a healthy attitude to fresh air and exercise and develop their physical skills. Indoors, the children enjoy music and movement sessions or are challenged as they participate in the mini assault course. Children rest and are active in accordance to their needs, for example, younger children sleep in line with home-care routines ensuring their well-being.

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

The provision is satisfactory.

Children are cared for in a welcoming environment, accessing equipment that meets safety standards with sufficient space to explore and develop their full potential. There is a regular review of safety within the home to minimise risks. However, on occasions risk assessments do not always identify potential hazards to children, for example, aerosol air freshener is within reach of children in the downstairs toilet. Further risk assessments are undertaken to address any issues that could occur that may compromise children's safety, for example, when they go on outings with childminder to the public town park.

Children are learning to keep themselves safe due to clear explanations and routines. Children carry out road safety routines each day and are therefore developing a good understanding of why and how to keep themselves safe in the community. They help to tidy up toys so others do not fall over them, developing an awareness of routines to keep themselves and others safe. The childminder maintains fire safety devices, such as a smoke detectors and a fire blanket and is clear on where and how she will evacuate her premises. She practises this regularly with children so they are confident in the case of an emergency. Children gain a secure understanding about being safe when out of the home on outings and travelling in the childminder's car. There are car seats and restraints suitable for the children. Extra care is taken when out of the home, particularly when walking or playing, for example, as they hold hands and stay together when moving from the childminder's home to a local park area.

Children are well protected because the childminder fully understands child protection issues and the appropriate steps to follow that will support children's well-being. She has attended training specific to this area of care and holds all required documentation including the latest information according to the Local Safeguarding Children Board (LSCB). This ensures that children are fully protected.

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

The provision is good.

Children are extremely settled and confident in the childminder's care. They confidently included the inspector in their play during the inspection and were enthusiastic to show many of the resources they have. Children enjoy their time within the provision. They remain intent and focused in their play due to the diverse range of stimulating play materials and the involvement and interest demonstrated by the childminder. The childminder monitors their play, respecting and giving acknowledgement to appropriate opportunities to intervene and extend learning. The childminder makes use of daily routines, such as hand washing, to teach children about germs or gives them time to achieve their own goals without pressure, for example, as they put on their own shoes or complete a jigsaw unaided, building their sense of self-esteem and confidence. Whilst the childminder provides many play opportunities at home, she also makes use of local community based amenities and attractions further afield. For example, children take trips on the bus or visit the local library to further develop, for example, their understanding of the wider world.

Children develop and sustain interest in activities and include the childminder in their play. They demonstrate that they can solve problems themselves as they fit the small figures into the play bus. Children are suitably challenged because the childminder has a good understanding of their need for both supported play and time for independence where they direct their own play in the setting. Furthermore, the childminder undertakes written observations of children at play and uses this information to plan the next steps of the child's progress. The children have developed warm relationships with the childminder and this contributes to their sense of belonging. Children's individual needs and stages of development are considered and activities are often adapted to ensure all children present can participate.

The childminder has a good understanding of how young children play and learn and has looked through the 'Birth to three matters' framework in order to update her knowledge and help plan activities. She is proficient in understanding the children's needs in order to help them grow and extend their development

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

The provision is good.

Children are valued and respected as individuals. Their needs are well met as they follow their normal daily routines as discussed with their parents. Relationships are positive and children are making early friendships with other children in the childminder's home. Children who attend after school thrive because they are supported in making decisions about their activities in the care period which follows a structured day in school.

Children understand responsible behaviour and recognise the needs of others due to consistent explanations and support from the childminder. They use good social manners at all times both towards the childminder and each other, for example, as they say 'please' and 'thank you' at the lunch table without prompt. Children are becoming aware of equality issues, such as gender, and explore stereotypes in discussion, showing that they are beginning to understand that they have equal access to all activities with clear support from the childminder. These active and supportive measures from the childminder help to broaden their understanding and fosters good social development.

Children begin to appreciate and understand about other cultures and ways of life. They begin to learn about other cultures and beliefs as they discuss people and events in the local area, although resources which reflect positive images of diversity in society are limited which can impact on children's awareness. Children receive appropriate support that meets their needs as individuals. The childminder seeks appropriate information from parents and takes positive steps to inform herself on their needs.

Children benefit from a strong partnership between the childminder and their parents. They exchange information daily to make sure the children receive consistency in their care and learning. This two-way exchange is undertaken verbally and a daily written diary consolidates this information. This helps keep parents informed of how their child's needs and developmental progress are being met and informs the childminder of any issues that may impact on the child's routine, for example, if they have not enjoyed a good night's sleep. A variety of written policies and procedures and contracts are in place to underpin her practice. These are reviewed regularly and are kept up-to-date. Parents have a copy of the policies and procedures to refer to if needed. Parents are aware of how to make a complaint and a good system is in place for recording them. Relationships with parents are open, friendly and professional and this ensures that children are settled and secure. Favourable letters from parents have been given to the childminder about the good care she provides. Children's care and development is fostered due to the childminder's commitment to working closely with parents.

### **Organisation**

The organisation is good.

Children are secure within the surroundings where they develop a sense of trust in the childminder. They feel at ease in this organised environment leading them to confidently initiate play and explore their surroundings. Organisation within the home allows access to all play activities both indoors and outside. Children have independent access to personal care facilities and develop responsibility for play materials. Children are cared for by a conscientious practitioner who has a good understanding of child development and the way that children learn through play. She makes full use of her skills as a mother, short courses and her previous experience in the childcare sector to implement practical age-appropriate activities that appeal, stimulate interest and a desire to learn. For example, she provides a balance of focused adult-led activities in addition to promoting free choice in order for children to reaffirm and practice their skills. They confidently make independent choices in their activities and extend their own play and learning in an imaginative way. The childminder effectively uses her written procedures and routines to promote the welfare, care and learning of all the children. Documentation is compliant with National Standards requirements and is well organised to underpin the quality of care which children receive.

Overall, the provision meets the needs of the range of children for whom it provides.

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

Not applicable.

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

Since registration 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):

- ensure daily risk assessments are effective in identifying potential hazards to children
- develop resources reflecting positive images of diversity in society.

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](http://www.ofsted.gov.uk)