

Inspection report for early years provision

Unique Reference Number	EY358177
Inspection date	07 April 2008
Inspector	Emily Alderson

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 2007. She lives with her husband and two children in Ipswich. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder collects from local schools. She attends the local parent/toddler group takes children to the local park.

The childminder is registered to care for six children at any one time and is currently minding seven children, all of whom attend on a part-time basis. The childminder supports children with learning difficulties and/or disabilities. The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children attend a setting that has satisfactory health and hygiene practices. The childminder keeps her house clean and well maintained. Cross infection is minimised as children have their own blankets which are routinely washed and the nappy mat is cleaned after each use. Food

handling and storage are sound as the childminder has attended a food hygiene course and follows the correct procedures. Prior to preparing food the childminder cleans the work surfaces and washes her hands. Children are learning about simple sound health and living as the childminder explains the importance of washing their hands prior to eating and after toileting. There are attractive posters and songs are used to encourage and remind them to wash their hands.

Children receive appropriate care when they are ill or have an accident because the childminder has completed a first aid course and has an equipped first box on the premises as well as a travel kit. The childminder has an accident book where she would record any accidents that occur and would ask parents to sign. Should a child need to have medicine administered the childminder would ask the parent to complete the medicine book which would state the dosage and times the medicine is needed. However, the childminder does not consistently request written parental permission for emergency medical attention and treatment. Consequently, children's well-being in a medical emergency is potentially compromised. If a child is unwell at the setting parents are called to collect their child and are asked to keep them at home until they are fully recovered. Information about the length of time children should remain at home is given to the parents via the prospectus.

Children's physical play experiences are promoted because the childminder ensures that children access outdoor play daily. They are able to use the resourced back garden where they can enjoy the climbing frame, slide, swing and playhouse amongst other things. In addition to playing in the garden children are regularly taken on outings to a variety of places. Children have their health and dietary needs met and increase their understanding of healthy living at the setting because the childminder provides the children with some nutritious healthy food. Children usually have a sandwich for lunch with yoghurts, crisps, cake and fruit is offered daily. The childminder cooks a meal in the evening which include foods such as lasagne, shepherds pie, roast chicken with fresh vegetables. To encourage children to try new foods the childminder provides food tasting activities which the children enjoy. Parents are asked to complete a registration form giving details on their children's likes and dislikes in addition to providing allergy information. This is to ensure that food provided is meeting their needs and parents' wishes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment is warm and welcoming for children, parents and carers as there is a family atmosphere which is inviting to all children. Toys are mainly stored in the living room and in the office with the majority in low-level boxes accessible to the children. Children can access a range of resources which include books, cars, construction, small world toys, role play items, board games, drawing and art and craft materials. All resources are regularly checked anything deemed unsuitable is removed and all toys are regularly cleaned with anti-bacterial spray.

Provision arrangements meet all health and safety guidelines because the childminder takes steps to identify the hazards and minimise the risks. For example, the childminder has put socket covers on the electrical sockets, a stairgate to stop access to the first floor and cleaning products are stored upstairs. Security in and out of the house is secure as the front door is locked and the garden gate is too. Children are learning to keep themselves safe through discussions with the childminder for example, about road safety.

In the event of a fire children are protected as the childminder has a well thought-out evacuation procedure. She has duplicates of children's details stored in the outdoor shed, in her handbag and in the kitchen. The childminder has in addition taken precautions by having a smoke alarm fitted which is regularly tested and a fire blanket in the kitchen. Children are safe on outings as the younger children are secure in pushchairs and the older children walk sensibly beside the childminder. When using the car all children are safely restrained in the correct harness. Children's welfare is safeguarded and promoted because the childminder understands her role in child protection and is able to put appropriate procedures into practice when necessary. She has attended training, has literature to refer to and has a written policy in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children are encouraged to be confident and develop their independence as they regularly receive praise and support from the childminder. This helps the children to build their self-esteem as they feel valued when, for example, they are told that they have done well and how nice their work is. Children have formed very positive relationships with each other playing nicely together and also with the childminder often asking her for cuddles. They excitedly wait for their friends to arrive and immediately engage in play. Children are clearly very happy and settled.

There is a good balance of child-initiated and adult-led activities. Children have free access to the resources so that they are able to make choices about how to spend their time changing the activity when they want to. The childminder does not pre-plan daily activities she instead asks the children what they want to do when they arrive. The childminder always has a good range of resources ready to meet their requests. Activities that children enjoy include cooking, playing in the garden, painting and sticking, role play, dolls and dancing with the musical instruments. Activities provided are short so that children remain engaged and interested. In addition to the activities at home the childminder takes the children to a variety of places including the local parks, activity centres, farms and regularly attends parent and toddler and childminder drop in groups. This gives children a range of experiences adding to their development and learning.

The childminder takes the time to sit and talk to the children asking them about their day at school or their weekend. She enjoys joining in with their play and sits with them so that she is at hand to offer help and guidance showing them how to complete a task so that they can learn. Children are encouraged to use their initiatives by asking lots of questions. Children under three years of age are provided with suitable toys and resources to aid their all round development. The childminder has the 'Birth to three matters' framework and refers to it when providing them with resources.

Helping children make a positive contribution

The provision is satisfactory.

Children are given the opportunity to share their experiences though the many discussions that take place at the setting. Children access individual time with the childminder when, for example, the older children are at school or the younger children are asleep. Children are helped to feel valued as their work is displayed on the walls. They have a sense of belonging as they have their favourite cups and toys at the setting. Each child is made to feel special as their birthdays are celebrated with a party, cake and a present which the other children choose. Children are

in touch with their local community as they are often out on walks and attend local groups. Children are beginning to learn about diversity through the positive images displayed in books and discussions that take place. The childminder celebrates Christian festivals such as Christmas and Easter however does not plan activities to celebrate a range of other festivals and special days which therefore limits children's knowledge and understanding of diversity.

The childminder has a positive approach to caring for children with learning difficulties and/or disabilities. The childminder is confident that she would recognise any potential issues in a child's development and would liaise with the child's parents and any other agencies needed to provide the necessary care. Children understand appropriate behaviour because the childminder is a positive role model and uses consistent methods to deal with behaviour. The childminder has introduced an incentive scheme to reinforce positive behaviour. The children are awarded stars for helpful positive behaviour, when they receive five stars they are rewarded with a small gift.

Children are cared for by a childminder who works with parents to meet their individual needs and ensure that the child is fully included in the setting. Parents initially receive a prospectus which includes the settings policies and procedures and other useful information about the childminder and the service she offers. The parents complete a registration form amongst other paperwork giving information to allow the childminder to care for the children appropriately and according to their wishes. They communicate through informal discussions at the beginning and end of the day. Parents are informed of how to make a complaint through the written policy however, the policy does not provide parents with the regulators current contact details.

Organisation

The organisation is satisfactory.

Children are cared for by a safe and suitable adult as the childminder has been vetted and deemed suitable to care for children. The childminder has a clear understanding of the National Standards and her responsibility to comply with these and the conditions of her registration. She ensures that she maintains the correct ratio of children at all times.

The childminder's home is organised so that children can freely move around making the most of the space available. The children have access to a large living room which is where the majority of toys are stored accessibly so that children help themselves. It also has a television, a sofa for reading books and a comfy rug for children to sit and lay on. The office is used for children who need to sleep and stores more toys. The kitchen has a table where children eat and carry out their art and craft activities. It also leads into the garden via the patio doors and leads to the utility room where there is a toilet for children to use.

Children's well-being is promoted by the childminder having organised, accessible records which are stored confidentially on the premises. The childminder maintains an accurate register however, it does not reflect the children's actual time of arrival and departure. The childminder has an operational plan giving the reader an insight into her childminding service. The childminder asks parents to provide her with information on their child's dietary and medical needs, emergency contact details amongst other information via the registration form. In addition the childminder seeks consent from parents which enables her to care for the children responsibly and according to parents' wishes.

Overall children's needs are met.

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

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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):

- ensure parents have the correct contact details for the regulator
- consistently request parental permission for the seeking of any necessary emergency medical advice or treatment in the future
- ensure the register reflects the children's actual time of arrival and departure
- further plan activities to broaden children's knowledge and understanding of diversity

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