

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY362509
<b>Inspection date</b>	30 July 2008
<b>Inspector</b>	Caroline Wright

<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 partner and adult daughter in the village of Linton, Cambridgeshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time. When she works with an assistant together they are allowed eight children altogether. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has ferrets in a cage in the garden as pets. The childminder is a member of the National Childminding Association (NCMA) and attends the local childminding group.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through regular daily routines. They wash their hands after using the toilet and before eating; hand towels are changed regularly to minimise the risk of cross-infection. The childminder cleans all areas of the home thoroughly to ensure that children have a clean physical environment to play in to help them to stay healthy.

Very good nappy changing procedures are followed to protect children's health. In addition, the childminder provides children with interesting opportunities to learn how their bodies work. For example, they play with the role play 'vets' and clean their teeth after lunch.

If the children need to take any medicines or become unwell whilst they are in the care of the childminder, suitable systems are in place to help her to provide appropriate care. However, the childminder does not make sure that assistants are well informed about children's allergies and these children's records do not provide clear instructions on what to do if they come into contact with an allergen. This has the potential to affect their well-being, particularly when food is being prepared or in the event of a medical emergency.

Children benefit from the childminder's sound knowledge and understanding of childhood nutrition and their dietary needs are properly met. Parents provide children's packed lunches and the childminder makes sure that snacks contain plenty of fresh fruit or other healthy options. Children are offered regular drinks to help them to remain healthy. In addition, children learn to lead a healthy lifestyle; they take part in regular exercise such as running around in the garden or walking around the village with the childminder as they learn about the local environment. Interesting activities, such as collecting strawberries from the garden or visiting the allotment to collect vegetables for snacks help the children to learn about healthy eating through first hand experiences.

The childminder has a good knowledge and understanding of the needs of babies and children under three-years-old. Children develop new physical skills according to their stage of development using the wide range of interesting toys and resources she provides. They have enough space to move around safely and babies can pull themselves to standing using the sturdy furniture. The childminder operates a 'no shoes policy' to ensure that babies who crawl around the floor are protected from infections. The childminder forms loving relationships with children so that their emotional well-being is well promoted, enabling them to be relaxed and secure.

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

The provision is good.

Children are cared for in an extremely safe environment where all risks are minimised and they move around safely and independently under the childminder's constant supervision. The childminder is highly pro-active in seeking guidance on promoting children's safety. As a result, she has developed a very effective risk assessment document to support the daily procedure for checking that the home and garden are safe. In addition, the childminder expertly helps children to learn to keep themselves safe by discussing relevant safety issues, such as road safety or 'stranger danger' with them. Discussions with the childminder and regular applications of suncream helps children to be well informed about the dangers of overexposure to the sun and helps them to keep themselves safe in the future. As a result, children confidently declare that 'the sun burns you...you have to wear a hat and cream to keep you safe.'

Toys with small parts or those which can be dangerous, such as scissors, are stored out of reach of younger children. All of the toys and equipment that children use are rigorously checked by the childminder to ensure they are all in perfect condition and safe. Children's overall welfare is extremely well maintained by effective procedures that actively promote their safety. For example, the childminder has put in place a child protection policy and has excellent understanding of the Local Safeguarding Children Board procedures for dealing with any concerns for children's well-being. In addition, the childminder organises visits by the local fire

officers to help children to learn about fire safety through first hand experiences. Role play resources enable them to consolidate their learning through their play.

Children's safety on outings is very well promoted. The childminder takes essential information with her when she is on outings or walks with children, to enable her to contact parents quickly in the event of an accident. Children know that they 'walk on the inside' and wear high visibility vests when they go on walks around the village with the childminder so that they are safe from vehicles using the road. A Closed Circuit Television at the entrance of the childminder's home allows visitors' access to be monitored, further contributing to children's ongoing safety.

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

The provision is good.

Children are well settled at the childminder's house and form good relationships with the childminder and her assistant. Their language and mathematical thinking are encouraged in meaningful ways. For example, young children explore the microphone musical toy and with the childminder's sensitive support, they press buttons and listen with enjoyment as they play with their voices learning about sounds and rhythm in an interesting way. The childminder repeats toddlers' requests for 'more' fruit, encouraging them to use the language of mathematics in their day to day experiences.

Young children enjoy sand and water play with the childminder's assistant. She encourages them to develop their language skills when she engages in play with them, pouring and mixing the materials together to discover properties of natural materials as they learn about their world. The childminder sensitively reinforces younger children's attempts to name familiar things, such as a 'baby' doll and she answers their questions and offers new words to increase their vocabulary. Her animated response to their 'babbling' encourages them to experiment with their voices and become confident communicators.

The childminder selects a good range toys and activities for children over time. For example, children play with the pop up tent and crawl through the tunnel in the outdoor play area. They enjoy blowing bubbles and playing with the 'gloop'. The childminder provides interesting art and craft activities in the atelier and provides opportunities for constructing with recycled household packaging to help children to express their own ideas. However, children are unable to access additional resources independently and the childminder does not always prepare toys that meet older children's developmental needs or interests. This affects their independence and motivation to play and learn. As a result, older children sometimes display challenging behaviour.

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

The provision is good.

Children settle well and are confident and happy at the childminders home. The childminder helps children to develop a sense of belonging. She spends time with children and their families at the start of the session to help them to settle in easily and to allow herself to be updated about any changes in home circumstances. Children flow freely between the garden and the kitchen play area, helping themselves to the toys and resources set out by the childminder during the session. The childminder has a suitable range of suitable toys and resources to help children to learn about all members of society so that they develop positive attitudes towards diversity through their play.

The childminder makes sure that she has information from their parents about individual likes and dislikes to help her to meet children's individual needs well. She works together with parents to help children with disabilities and/or learning difficulties, as well as those who speak English as an additional language, to make progress. Children's individual needs are satisfied by positive relationships between the childminder and children's parents and up to date records. Parents discuss their children with the childminder at hand over times each day so that they are well informed about their children's progress. 'How's it going' sheets are shared on a regular basis to make sure that the childminder is aware of what children enjoy and do well at home. However, the childminder does not yet use these effectively to plan activities that offer challenge and interest to all children. This affects the behaviour of older children who are unable to pursue their own interests independently.

Questionnaires provided by the childminder enable parents to make comments on the day to day provision. They indicate that they are pleased with the 'diligent and hardworking (childminder) and our children love her.' Good information is provided to parents about local clubs and events to help them to join in community activities with their children, including young parent and baby projects and dads and toddler groups. A suitable system has been implemented to enable parents to raise concerns about the service and make contact with the regulator if they need to. However, information that the childminder gathers about children and their families is not consistent in all cases.

Children develop a strong sense of achievement and learn about right and wrong. For example, the childminder devises star charts for children to help them to reflect on what they do well. She talks to children in a way that they understand and listens to what they say so that they learn what is expected of them and feel valued. As a result, children form sound relationships with each other and understand each other's needs.

## **Organisation**

The organisation is good.

The good organisation of the childminding promotes positive outcomes for children. Children are welcomed into a relaxed and comfortable environment and leave their parents with confidence. The organisation of the play space enables children to move freely between the indoors and outdoors easily so that they can learn in their preferred environment. Toys and equipment are prepared by the childminder each morning and children settle into their play quickly and easily.

The childminder has a good knowledge and understanding of child development. She is committed to her own professional development and attends a wide range of relevant training courses, such as Child Protection and Early Years Foundation Stage, to enable her to reflect upon her practice and continue to improve the quality of care she provides.

All of the essential documents are in place. However, they are not well organised, some information is not recorded consistently for all children and some records are not completed in full. Some documents are not easy to find at inspection and information regarding children's allergies needs to be improved.

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 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):

- make sure documents and records contain consistent information about all children, their registration forms are all easy to access and available for inspection, and medication records are always countersigned by parents
- make sure assistants are aware of all children's allergies and records contain detailed information about how to treat these children in the event of contact with an allergen
- make sure that activities provided meet the needs of all children who are present on a day to day basis and that resources are easily available to enable them to pursue their own interests and to promote positive behaviour.

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)