

Inspection report for early years provision

Unique Reference Number	EY314611
Inspection date	14 August 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 2005. She lives with her husband and two children in Ipswich and has a pet dog. The whole 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 and pre-schools. She attends the local parent and toddler group takes children to the local park.

The childminder is registered to care for four children at any one time and is currently minding one child, who attends on a part-time basis.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children attend a setting which has sound health and hygiene practices as the childminder has attended training and follows satisfactory procedures. Cross-infection is minimised as the childminder wipes down the surfaces with an anti-bacterial spray, ensures her hands are clean and uses different chopping boards for the different food prepared. Children who need a sleep are able to do so and help themselves to a pillow and a blanket. They are learning to understand

simple health and living as the they independently wash their hands, however, the childminder does not always remind them to prior to eating snacks and, therefore, their understanding is hindered.

Children receive sound care when they are ill or have an accident because the childminder has completed first aid training and is able to care for children responsibly. She has a first aid box which is fully equipped and readily available in the kitchen. The childminder has an accident book where she records any accidents that occur and asks 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 time the medicine is needed. If a child is unwell at the setting parents are contacted and asked to collect them. The childminder informs them of the length of time they should be kept at home so that cross-infection is minimised.

Children's physical play experiences are promoted as the childminder places an emphasis on them having daily outdoor play. Children access the garden and use a range of resources such as a slide, a trampoline, swing and a selection of balls. In addition to the garden, the children access the outdoors daily when they walk to collect children from school and when they play in the park. Children have their health and dietary needs met and increase their understanding of healthy living at the setting. Parents prepare and supply their children's lunches which the childminder stores appropriately till lunch time. The childminder supplies some healthy snacks which include a selection of fruits, sandwiches and crisps. Children have free access to their drinks as their beakers as they are always accessible to them. All food provided is done so according to parents' wishes and children's dietary needs.

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. The childminder organises her home to ensure that children are able to freely and safely move around playing and exploring the space available. Children use safe and suitable equipment as the childminder provides a range of toys and resources catering for all children of varying abilities. They are stored accessibly in low-level boxes on the living room floor so that the children can freely access toys throughout the day. The toys are regularly cleaned with an anti-bacterial spray to ensure that they are clean and suitable for children to use.

Provision arrangements meet 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 and locks on the kitchen cupboards preventing children access. Children are safe in the home as security in and out is secure, the front door is locked and the garden has a secure gate which prevents children leaving unattended. The childminder does not have a procedure for lost and uncollected children and consequently, in an emergency the childminder would be unprepared, potentially putting children's welfare at risk.

In the event of a fire children are protected as the childminder has a fire plan, children's contact numbers in her phone and she talks to the children about the evacuation procedure. The childminder has in addition, taken precautions by having smoke alarms fitted which are 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. The childminder also carries copies of children's emergency contact details in her handbag in case of an emergency. Children are learning to keep themselves safe through discussions with the childminder, for example, about road safety, children are aware of the need to stop at the edge

of a road and look both ways before crossing. Children's welfare is generally safeguarded and promoted because the childminder understands her role in child protection. She is able to put some of the appropriate procedures into practice when necessary, however, does not currently have the correct contact numbers in order to seek advice or make a referral.

Helping children achieve well and enjoy what they do

The provision is good.

Children are encouraged to be confident and develop their independence through the praise and support offered by the childminder. They freely access toys and resources from the boxes making choices about how to spend their time exploring and investigating the toys on offer. As children choose what they want to do they remain engaged and interested for longer periods of time. Children thoroughly enjoy using the till pretending to own a shop and enjoy it when the childminder pretends to buy items joining in with their play. Evidently good relationships have been formed between the childminder and the children. The children enjoy her company and ask her to participate in their games helping them to draw and make pictures. Children are clearly happily settled and are affectionate towards one another. When they arrive in the morning they quickly settle and join other children's play. The older children very much enjoy looking after the younger ones showing them how to use the different resources helping them if necessary.

Children show an interest when they are provided with fun and meaningful activities. The childminder has a wide variety of stimulating and exciting resources for the children to play with covering all areas of learning. For example, children have access to a range of art and craft materials, dressing up clothes, books amongst many other resources. They particularly enjoy dressing up and dancing to different songs, putting on shows for others to watch. There is a good balance of child-initiated play and adult-led activities. The childminder has a daily activity in mind such as cooking for the children to be involved in. However, she is very flexible as the majority of the time children initiate their own play asking the childminder to provide the necessary resources and be at hand to help and suggest ideas. The childminder uses lots of open-ended questions to help the children use their initiatives and in return independently ask questions. For example, when using a long piece of paper the children struggle to stop it curling up, the childminder asks them to think about what they could do and one child suggests a book, which is a successful solution. The childminder offers the children continuous praise helping them to feel good about themselves and giving them the confidence to try new activities.

In addition to the activities offered at home, the children also enjoy visiting the local park where they regularly picnic, visiting the museum and meeting with family and friends. They attend toddler groups where they join in with a range of activities meeting other children and adults. These outings add to the children's experiences and social development.

Helping children make a positive contribution

The provision is satisfactory.

Children are satisfactorily included and their differences acknowledged because 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. The childminder encourages the children to help themselves which in turn helps them to feel a sense of belonging. For example, independently accessing the resources and asking for things of interest. The

childminder offers the children lots of praise, telling them that they have done well raising their self-esteem. Children are in touch with their local community as they are often out on walks and attend groups. They are learning about diversity through the positive images displayed in books and small world toys along with discussions that take place.

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 consistent in her approach. The childminder uses positive reinforcement and explains the reasons why behaviour is unacceptable so that children can learn.

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. Initially parents meet the childminder and her family visiting the childminder's home. The childminder offers parents trial sessions where they are able to stay with their child to help gradually settle them into their new surroundings. Parents fill in a range of 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. The childminder also keeps a scrap book for each child which have a range of photographs showing them participating in different activities. These are very pleasant and both parents and children very much enjoy looking through them seeing the child develop. The childminder displays a poster with the regulators phone number, however, does not currently have a procedure in place to inform parents of how to make a complaint. Consequently, parents would be unable to take any action if they have any concerns about the care their child receives.

Organisation

The organisation is satisfactory.

Children are cared for by a safe and suitable adult as she has been fully vetted and deemed suitable to care for children. The childminder has an understanding of the National Standards and her responsibility to comply with these and the conditions of her registration. The childminder places an emphasis on her professional development and has attended first aid, food hygiene and safeguarding children training.

The childminder organises her home to provide a satisfactory environment for children to safely play. The children mainly use the lounge to play as there is a lot of floor space for them to set up their activities and it is where the majority of the toys are stored under the stairs. The children are able to sit on comfortable sofas, listen and dance to music and watch television in the lounge. The dining area is also used by the children and is where they participate in messy activities at the dining room table. In addition, children have access to toilets and a fully enclosed garden.

Children's well-being is promoted by organised records. The childminder maintains an accurate register detailing the children's arrival and departure times. The childminder asks parents to provide information on their child's dietary and medical needs, emergency contact details amongst other information. In addition, she seeks consent from parents for their children go on outings, apply sun protection, have observations written, administer medicine and take photographs. This enables her to care for the children responsibly and according to parents'

wishes. All records are stored confidentially and accessible on the premises. 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.

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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):

- implement a lost and uncollected child procedure
- ensure that children wash their hands prior to snacks to minimise cross-infection
- develop a complaints procedure to share with parents
- obtain the Local Safeguarding Children Board procedures and contact numbers.

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