

Inspection report for early years provision

Unique Reference Number	EY347875
Inspection date	04 June 2008
Inspector	Susan Hoult
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 has been registered since 2007. She lives with her husband and adult son in the Ermine area of Lincoln, Lincolnshire. There are schools, pre-schools, nurseries, shops and parks within walking distance. All areas of the home are available for childminding. There is a fully enclosed garden available for outside play. The family has a pet dog.

The childminder is registered to care for a maximum of six children at any one time and currently looks after one child.

The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, warm home where they learn about the importance of washing their hands after using the toilet and before eating or cooking. The childminder helps prevent infection through cross-contamination by using antibacterial spray to clean kitchen surfaces,

antibacterial wipes to clean toys and the nappy changing mat, providing clean hand towels regularly and making sure parents are aware she does not care for sick children. The childminder is able to deal appropriately with any accidents as she has a current first aid certificate and her first aid box is easily accessible.

Children receive fresh air and exercise daily which contributes to a healthy lifestyle and helps them to develop their physical skills and body control. They enjoy daily walks whatever the weather and visit the local park where there is a range of large play equipment. Children play in the enclosed rear garden with a variety of toys including balls, a rocker and a small ball pool. Inside, children enjoy dancing and there is plenty of room with suitable furniture for babies to crawl and pull themselves up. Children are able to rest and sleep according to their needs and their parents' wishes.

Children learn about healthy eating because the childminder talks about it with them and provides healthy snack options such as fresh and dried fruit, cucumber sticks and occasional plain biscuits. The childminder provides balanced, nutritional meals for children introducing new tastes to them whilst taking into account their individual dietary requirements, likes and dislikes which she discusses with parents. Drinks are readily available to make sure children do not become thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure, well-maintained, home environment where there is space for them to enjoy different activities at the same time. The children mainly use the conservatory, lounge and kitchen which are set out to meet their needs. The childminder is vigilant and minimises hazards in the areas accessible to children to ensure their safety and enable them to move around independently which increases their confidence. Children select from an increasing range of good quality, well-maintained toys and books that are rotated to promote choice.

Children are always in sight or hearing of the childminder enabling them to move around independently which increases their confidence. They are never left unsupervised with the dog. The childminder closely supervises children in the garden. Children learn how to keep themselves safe through the childminder effectively using explanations. For instance, when a child starts spinning around she gently suggests they come and look at a book with her as they may make themselves dizzy and fall over. The childminder is aware of current legislation regarding children's seating in cars and ensures they are strapped in appropriately. Smoke alarms are regularly tested and the childminder has devised an emergency evacuation plan so she can make sure she and the children she cares for can leave the home quickly and safely should the need arise.

The childminder is clear that her first responsibility is to the children in her care. She is able to safeguard children's welfare as she has covered child protection on her childminding course, understands possible signs and symptoms of abuse, knows who to report any concerns to and has a secure knowledge and understanding of local safeguarding procedures. The childminder knows who is allowed to collect each child and never leaves them unsupervised with unvetted persons.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, relaxed and settled in the childminder's care. She fosters children's emotional development well through the warm and caring relationships she forms with them. The childminder has a gentle approach to children and shows a genuine interest in what they say and do. Children initiate much of their play as resources are easily accessible; this helps promote children's awareness of positive choices and increases their confidence. The childminder extends children's learning through challenging them appropriately during play. For instance, when a young child chooses to play with an animal jigsaw the childminder reinforces the sounds the various animals make and the child copies. The childminder counts as they look at a book about the 'three little pigs' together. When playing with a transport jigsaw the childminder and child sing a song about a bus and the childminder supports the child's spontaneous singing of a nursery rhyme. Older children develop their imaginative, investigative and creative skills through activities such as role play, baking, cutting and sticking, making cards, drawing, using play dough, looking at insects and birds in the garden, knitting and sewing. However, younger children do not have as many opportunities to be creative and build on their natural curiosity as learners through messy play and exploring their environment.

The childminder speaks clearly to children and helps younger children develop their speech through actively listening to them and responding positively to their chattering and attempts at more complex words. She enthusiastically claps and tells a child they are 'so clever' when they fit in the correct piece on a jigsaw. The child responds positively and manages to place another piece unassisted. The childminder and a child laugh together as the child pushes and pulls a battery operated push-along dog that barks and sings. As a young child becomes tired they cuddle up to the childminder. Her good use of eye-contact and her soft voice is reassuring for them as they happily settle to sleep in their pushchair.

Helping children make a positive contribution

The provision is satisfactory.

Children feel a sense of belonging as the childminder understands their differing needs, respects them as individuals and admires favourite toys they bring from home. She makes sure that every child she cares for gets plenty of support so that they are happy in her care. The childminder values different cultures and religions and promotes anti-discriminatory practice in her portfolio satisfactorily. However, there are few resources available to help children become aware of a diverse society and the wider world. Children learn about the local community through walks and visits to the childminder's friends, the shops, woods and parks. The childminder has a positive attitude towards caring for children with learning difficulties and/or disabilities.

Children behave well and know what is expected of them through the childminder being consistent in setting boundaries and having a positive but firm approach to behaviour management. She effectively uses praise, encouragement, explanation and diversion techniques so that children develop an understanding of responsible behaviour and begin to distinguish between right and wrong.

The childminder works with parents to provide a happy and safe environment for children. She develops an open relationship with parents sharing information as children arrive and depart so she can meet their changing needs. An initial meeting followed by a gradual introduction is arranged for new children and they are also invited to meet the childminder's family, helping

them to settle quickly and feel relaxed in her care. The childminder has a portfolio which helps parents understand the service she provides.

Organisation

The organisation is good.

Children are cared for by a childminder who enjoys being with them, has a high regard for their well-being and is a good role model. She organises her home and time to meet their needs making sure they have room for active play, relaxation and sleep as needed. The childminder keeps up to date with current trends in childcare through reading National Childminding Association publications. She has completed all required training courses and will be attending training on forthcoming Early Years Foundation Stage (EYFS).

The required paperwork is in place, is stored appropriately to ensure confidentiality and is available for inspection. 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

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):

- increase the opportunities for young children to be creative and build on their natural curiosity as learners
- increase the range of resources available to children that positively reflect positive images of culture, gender and disability.

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