



Inspection report for early years provision

Unique Reference Number	136182
Inspection date	08 July 2005
Inspector	Christine Mary Burridge

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 1998. She lives with her husband and 2 children aged 6 and 7 in Horfield, Bristol. The whole of the ground floor of the childminder's house, an upstairs bathroom and a bedroom is used for childminding.

The childminder is registered to care for a maximum of 4 children at anyone time and is currently minding 4 children under 5 on a part time basis and one child over 5 before and after school and during the holidays. The childminder regularly attends soft play and toddler groups. The family has a pet rabbit. The childminder is a qualified nursery nurse (NNEB) and a registered midwife.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a good understanding of health and hygiene from an early age as the childminder actively promotes routines that contribute to a healthy lifestyle. She effectively reduces the risk of spreading infection. For example, children wash their hands before meals, after using the toilet and after messy play. They identify and use their own towel without being prompted. They are beginning to understand how to look after themselves such as knowing why they wear a sun hat and putting on slippers because their feet feel chilly.

Children's physical needs are well met as they participate in regular physical activities both in and out of the childminder's home. They enjoy soft play and visits to a local park where they use equipment to climb and sometimes have a picnic. They often dance to music and spontaneously practice acrobatics such as somersaults. Children's individual health needs are appropriately met and appropriate documentation is maintained, for example, medication records. First aid equipment is available and the childminder understands first aid procedures, however, her first aid certificate has expired.

Children benefit from the childminder's understanding of healthy eating. The childminder takes account of parent's wishes and children's individual likes and dislikes so that they enjoy a variety of well presented meals and snacks. Food is freshly prepared and includes plenty of fruit and some vegetables. Children begin to learn about healthy foods as they eagerly choose from fruit options that appeal to them for their mid-morning snack knowing it is good for them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe welcoming home where the risk of accidental injury is minimised by the effective safety measures taken by the childminder. This includes use of safety equipment such as gates where appropriate. The childminder helps children understand why safety is important both in and out of the home. For instance, tidying up to prevent tripping and road safety. Children independently and safely access some of the toys displayed around the room. Children know what is stored in the different containers as the childminder uses effective labelling with pictures and words. They use equipment safely with appropriate supervision, for example cutting with scissors. Clear evacuation procedures and fire safety equipment such as smoke alarms and a fire blanket are in place to protect children in the event of a fire.

Children's welfare is safeguarded as the childminder has all the required documentation in place, such as, accident and incident records. She is knowledgeable about child protection procedures and aware of her responsibilities. She has a policy to support her practice and a copy of the local procedures that is

shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled and make good progress as the childminder provides a welcoming home and she is friendly and caring. Children respond well to familiar routines and enjoy investigating a wide range of interesting and exciting activities which encourages them to actively learn. The childminder uses topics to plan and keep children involved. For example, the current topic 'summer' gives children the opportunity to talk about their camping experiences and recall previously enjoyed activities. They confidently develop skills by experimenting with lots of different materials and by using different tools, for example, cutting, colouring and glue to create a picture about the beach.

Children make good relationships and learn to socialise through regular attendance at a toddler group. They have a close bond with the childminder, sometimes seeking cuddles and reassurance. They relate well to each other and play co-operatively by sharing toys. Younger children learn from watching and copying the older children, such as when they share the chalk board to practise writing.

The childminder effectively supports children's development. They gain confidence and a good ability to express their ideas as the childminder encourages conversation. She successfully uses questions to extend activities, such as asking children how glue feels when they stick paper. She involves them in a daily story, they listen attentively, and excitedly join in the parts they remember. Children are imaginative and initiate role play to try ideas and practise skills. The childminder joins in, skilfully introducing new ideas through pretend telephone conversations to help them extend their play.

The childminder has a good knowledge of how young children develop and she successfully adapts some activities to include babies, for instance, introducing them to play dough from the high chair. However she does not always effectively help children under three make progress. For example, babies have limited opportunities to explore natural materials and she does not extensively use the Birth to three matters framework.

Helping children make a positive contribution

The provision is good.

Children are well cared for and they are respected and valued as individuals. Their differing needs are well met by the childminder who has a good knowledge of each child. They benefit from the relationship the childminder develops with parents and they feel secure as their routines are followed. The childminder works closely with parents exchanging information each day, both verbally and through a diary system. Children develop self-esteem as the childminder understands their abilities and acknowledges their achievements. For example, children proudly show their work

which is displayed around the room and they enjoy looking at photographs as they recall past experiences, such as, cooking, playing in the park and painting eggs. Children begin to learn about the wider world as they freely use a diverse range of books, dolls, play people and puzzles.

Children are polite and behave well. They learn the boundaries for behaviour due to the childminder's positive approach. She praises and encourages children who eagerly help, for instance, tidying up between activities. They make independent choices as they fetch place mats and plates for lunch. They show care and concern for others as they learn to share by taking turns. They confidently decide what to do, independently going to the toilet and washing their hands after messy play. They understand and are keen to explain the house rules, such as taking shoes off in the house.

Organisation

The organisation is good.

Children are happy, confident and enjoy the time they spend with the childminder. She is organised and spends time welcoming them into her home. She has effective settling in procedures and a good ability to make her home inviting by setting out some toys and activities before children arrive. This makes children feel comfortable and helps them settle. The childminder uses her training and experience to plan and organise her day around the needs of the children. She ensures children spend worthwhile time pursuing regular outdoor activities to compensate for the lack of outdoor play at her home.

Documentation is well organised and confidentially retained. Policies and procedures are used effectively to keep parents informed. They receive an information leaflet, regular newsletters and have ready access to a notice board. The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

Since the last inspection the childminder has devised an evacuation plan and she has an appropriate system for recording incidents. Children now freely use a more diverse range of resources to help promote equality of opportunity.

Complaints since the last inspection

There are no complaints to report.

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 that first aid training is updated
- further develop and extend the range of activities for children under three, for example by providing access to more natural materials and using the Birth to three matters framework

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk