

Inspection report for early years provision

Unique Reference Number	EY361336
Inspection date	15 April 2008
Inspector	Kay Roberts
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 re-registered in 2007, having previously worked as a childminder for eight years. She is a member of the National Childminding Association and has an Extended Childminding Practice Certificate. The childminder lives with her partner, who is registered as an assistant, and teenage daughter in a three bedroom, semi-detached property in Keynsham, Bath and North East Somerset. The family have a cat. Minded children have access to all rooms on the ground floor and the main bedroom and bathroom facilities on the first floor. The balcony at ground floor level is available for outdoor play. Registration is for a maximum of six children under eight years and currently there are eight children on roll, four of whom are under five years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment where their good health is actively promoted. From a young age children learn the importance of hygiene through discussion and the daily routine, as they brush their teeth after meals. Children understand that they must wash their hands

because of germs and this is made more fun with the provision of a liquid frog dispenser. Children who have a good understanding of how to be thorough set an example to others, by explaining that they need to wash between their fingers. When coughing, children know that they should place a hand over their mouth and this is reinforced through a pictorial display on the notice board. Play is used as a tool for reinforcing the importance of personal hygiene and visiting the dentist. The risk of infection is greatly reduced as the childminder follows hygienic procedures and the policy for excluding children who are sick is shared with parents. There are very safe procedures for managing both accidents and medication so that children's welfare is promoted.

Babies wave their arms in excitement when they see their bottle. They are emotionally secure as they snuggle into the childminder as they have their bottle of milk. Children's special dietary requirements, and meals for babies being weaned, are fully discussed with parents. Parents are aware of what children eat as the daily menu is displayed in the hall and information on diet is included in the daily diary for young children. Mealtimes are a social occasion when all children and the childminder sit together and eat healthy, home cooked, varied meals. Children eat healthy snacks of fresh fruit and vegetables. Sometimes they accompany the childminder to the shop to purchase the snacks. However, the childminder provides a tuck shop, and although children must always select a healthy option to get a treat, it may provide children with conflicting messages about healthy eating.

Children have good opportunities to be in the fresh air, where they are protected from the elements. In the summer, sun screen is applied, children wear hats and play in the shade. In winter, children wrap up warm in coats, hats and gloves. When it is wet they wear Wellington boots, so that they can have fun splashing in puddles. Children develop large muscle skills as they play on the small climbing frame and rock back and forth on the see-saw. In the local park children have the opportunity to extend their physical skills as they use larger equipment and at soft play centres, they climb and scramble. On the cricket fields children run around and develop coordination as they play football. On other occasions they go for listening walks and play Pooh Sticks on the bridge. Indoors, babies are provided with space so that they begin to roll over and develop strength in their legs as they lie in the baby relax and kick their legs. Babies do not get over tired as the childminder follows their home routine for sleep. Babies quickly relax as the childminder gently rocks them back and forth before placing them in a travel cot in a slightly darkened room away from other children, so they are not disturbed by their peers.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Babies relax as they receive a warm welcome from the childminder and music plays quietly in the background. Premises are decorated and maintained to a high standard throughout. Babies are interested in the colourful, well presented display board, which includes children's art work, posters, the house rules and children's certificates of achievement. On the floor in the centre of the lounge lies a colourful snakes and ladders rug. In both the kitchen/diner and the lounge, furniture is placed to the side of the room so that space available for play and physical activity is maximised. There are sofas for relaxation and a quiet room for babies requiring a sleep. From the kitchen/diner children have access to the veranda, which overlooks the Keynsham valley. Children have access to a broad range of clean, safe, age appropriate resources, which are regularly rotated to ensure children have variety.

Children play in a secure environment so they do not leave unnoticed. The risk of an accident is greatly reduced as there is a detailed risk assessment in place and children are closely supervised at all times. In the event of a fire, children know how to evacuate the premises safely as they practise the drill on a monthly basis, from alternate exits. Safe systems ensure that children are protected from people who have not been vetted and are only released to authorised adults. Children are fully protected from harm and neglect as the childminder is knowledgeable about local safeguarding procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Babies new to the provision quickly settle as there is a gradual introduction to the childminder and her environment, and the childminder follows parents' comprehensive guidelines. Prior to children commencing the setting they look at the childminder's well presented photograph album portraying the range of activities that are available. School age children have responsibility for completing a simple questionnaire about their own interests and favourite foods, so that the childminder has a starting point for meeting their individual needs and interests. For example, one child is learning to play the guitar, so later in the week, the child and the childminder's assistant, who also plays the guitar, will make a CD together.

Babies are very happy and settled in the relaxed, caring relationship with the childminder, and smile when they see her approaching. The childminder offers lots of cuddles so that babies are emotionally secure. Babies laugh, blow raspberries and verbalise in anticipation of the soft bear puppet coming to tickle their tummy. Babies are encouraged to be alert to their senses as they feel the different textures of toys, such as, a soft toy elephant, they reach out in response to the childminder gently stroking it against their hand. This is contrasted with rose petals and the varying hard textures of toy rolling pins. As they reach for each new object babies begin to develop hand eye coordination. They feel a material book and are learning to release an object so it falls to floor. The childminder shows them the pictures in the book and explains each one. When there is an animal on a page, the childminder makes the appropriate animal sounds. Verbal communication is promoted well through the constant gentle interaction. There is good eye contact and the childminder acknowledges babies' sounds. The childminder has an excellent understanding of babies' body language, she responds to their needs and interests. Babies are continually stimulated during waking hours as the childminder regularly introduces them to new toys and places them in different positions. They develop physical strength in different parts of their bodies and are able to view everything within the room. They view the tadpoles in the fish tanks and look out of the window. Babies are curious and watch what is happening around them.

The childminder has an effective planning cycle for all children, based on their next steps in learning and interests, so fantastic progress is made. When the childminder formally shares children's progress records with parents twice a year, she seeks their views about what they would like their child to learn next and this is incorporated into planning. The childminder takes every opportunity to encourage learning, for example, when going shopping children each have a picture shopping lists and tick off the items once they have placed them in the basket. When making plaster of Paris casts of their hands, children added small items to the excess plaster and other children chip away at the items to find what was inside. Parents are encouraged to be involved in children's learning when children take Snug Bear on outings as they take photographs and write about how Snug spent his time with their child. The childminder encourages all children to participate in activities, making adjustments as necessary to meet children's individual needs. Children make informed decisions, not only about the toys they

play with, but activities outside the home, as they select from choosing cards which have both pictures and words. Children's written comments about the provision tell a story, 'I miss you at school, but I always think about you at school.'

Helping children make a positive contribution

The provision is outstanding.

Children are very well behaved as the childminder has a proactive approach to behaviour management. Parents are asked to inform young children about the house rules and school age children sign to agree the rules, which are adjusted according to children's level of understanding. Children have a strong sense of belonging as the childminder takes time to neatly display their art work. Each child has their own named coat and towel peg and a folder for their private things. Children are extremely confident as they are praised for their achievements. The childminder listens to what they say, follows through on their interests and adapts activities so that all children can participate, whatever their level of ability. All children are valued and included, the childminder has experience of caring for children with additional needs. The excellent relationship and effective communication between parents and childminder provides children with emotional security and ensures that their individual needs are met on a daily basis. There are formal meetings to discuss children's progress and parents' requests about children's next steps in learning are taken into consideration during planning. They are fully aware of the childminder's practices via the comprehensive, well presented, colourful portfolio and are regularly updated via a parent board and newsletters. The childminder also has a folder readily available with advisory leaflets, which parents may find useful. Parents comment very positively about the childminder, 'she is brilliant'. Fully detailed child record forms and contracts ensure that all parties are clear about their remit. The childminder is proactive in seeking parents' views and regularly asks parents to complete questionnaires as a way of identifying any improvements that can be made to her practice.

Children have many brilliant opportunities to learn about the local community as they visit the leisure centre, library to find books related to a school topic and shops. Children enjoy the bus and train rides. In the fair trade coffee shop the childminder helps children to appreciate how fortunate they are in comparison to others living elsewhere in the world. Free access to resources reflecting positive images of our diverse society help children to appreciate difference. Children begin to understand that there are different cultures as they acknowledge festivals, such as, Hanukkah. Children learn a respect for nature as they watch the birds at the feeders on the veranda and visit the baby animals at Avon Valley Country Park. On the many nature walks along the river bank, children use laminated cards to try and identify the bugs, birds and mammals which they see. They are aware of the changing weather and watch circles created by the rain on the river and comment that hail is like snow. Recently children have collected frog spawn from a pond and are now waiting to see how they change into frogs. Life cycles of plants are also observed as they grow sunflowers and beans.

Organisation

The organisation is good.

The childminder meets the needs of the range of children for whom she provides. She is appropriately qualified and keen to extend practice, she has undertaken further training since re-registration on Basic Food Hygiene, The Early Years Foundation Stage and Supporting a Grieving Child. The childminder's enthusiasm for her work is evident in the way she interacts with children. Children are welcomed into a relaxed environment where they have space for

play, relaxation and physical activity. Children receive a high level of support and are emotionally secure. They have fun and progress is outstanding as the childminder has a very effective planning cycle which takes into consideration children's interests and next steps in learning. The many outings provide valuable, first hand learning experiences. Paperwork is well organised, confidentially maintained and where appropriate shared with parents. Documentation complies with both the National Standards and regulatory requirements, so that children's health, safety and welfare are actively promoted.

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):

- continue to help children to understand about healthy eating

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