



Inspection report for early years provision

Unique Reference Number	136402
Inspection date	18 November 2005
Inspector	Sue Hill

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.
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WHAT SORT OF SETTING IS IT?

The childminder was registered in 1993. She lives with her husband and 1 child aged 15 years in Yate, South Gloucestershire. The whole of the ground floor of the childminder's house is used for childminding, and there is a fully enclosed garden for outside play. The family has a dog.

The childminder is registered to care for a maximum of 6 children and is currently minding 5 children under five part-time during the day and 2 children over five before and after school. The childminder walks to local schools to take and collect children. She also cares for children over eight years of age. The childminder attends the local

parent/toddler group and takes children on outings. She belongs to the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean home where they are encouraged to learn about personal hygiene and personal care, and are protected from infection through the childminder's clear sickness policy. The management of pets and regular cleaning routines ensures that children play in a hygienic environment which minimises the risk of infection. Children's health is actively promoted. The childminder holds a current first aid certificate. She appropriately manages accidents and the administration of medication, and shares the records with parents. Children's clear understanding of why they must wash their hands after handling the dog, and after using the toilet reduces the risk of cross contamination.

Children enjoy a wide range of activities which contribute to their good health. Physical play opportunities are available outdoors to help them develop control of their bodies. There are regular visits to the park and playgrounds to develop their physical skills, which are extended as the childminder has a good awareness of the children's different ages and capabilities. All are able to rest and be active according to their needs.

Children are developing an understanding of healthy eating through helping the childminder with food preparation, for example making their own sandwiches. Parents' wishes and children's preferences are taken into account, so that the nutritious meals and snacks appeal to children and meet their dietary needs. Drinking beakers are frequently replenished, fruit is offered as a snack and children enjoy a healthy home cooked mid-day meal. Meals times are social occasions, as all children sit together at the table and talk to each other and the childminder.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe as they move around freely in a spacious, well maintained home where risks have been identified and minimised. Children are relaxed in the warm and welcoming environment. The ground floor is organised to meet children's needs with furniture placed to the side of the rooms to provide a large play space. Many of the clean and safe resources are kept in this area in cupboards, tubs and on low level shelving and children are able to help themselves. There is a strong child focus in the home which has been set up to encourage children to explore the resources, relax and enjoy being together.

Children's interest is sustained by regularly providing new resources which take into consideration each child's stage of development and how this can be extended further. Children are enthusiastic about playing with the toys and they are keen to talk

about past experiences and what they are doing now. The childminder carefully monitors and supervises children's choice of toys to make sure they are appropriate for their age and stage of development. She uses a local toy library to provide children with a wider choice of good quality toys and equipment that is appropriate to their age and stage of development. Children are able to access a good, safe range of outdoor equipment, both in the childminders garden and at local parks.

Children's risk of accidental injury is minimised through the childminder's use of effective safety measures. The childminder has all the required documents in place to ensure that the children's welfare is safeguarded and promoted. For example she demonstrates good understanding of the contents of the Local Area Child Protection Committee procedures. She is aware of potential hazards outside the home and puts appropriate measures in place so that children are safe. Children learn to protect themselves as they are taught road safety and not to talk to strangers.

Helping children achieve well and enjoy what they do

The provision is good.

Children have fun, are confident and enjoy the activities available to them. They are happy and settled and make good progress as the childminder is friendly and welcoming. She understands how to help children learn through practical activities. This enables them to practice and develop their skills. The childminder promotes language development well through her constant interaction and conversation with the children. They confidently use their language skills to communicate thoughts, feelings and needs to each other and the childminder. They relate appropriately to each other and are starting to socialise with other children, regularly attending the local toddler group. This enables them to develop their language skills.

Children make sound and steady progress. The childminder is aware of each child's individual stage of development. She gives them the time and opportunity to do things for themselves and offers encouragement so that they become more independent. They are happily and actively occupied, and enjoy the sensory feel of sand, water, paint and play dough. The childminder has a clear understanding of child development and the types of activities that encourage learning, for example using dolls to encourage their imagination. The 'Birth to Three Matters' framework is used to promote younger children's learning. Children are proud of their achievements as the childminder offers praise and completed art work is saved to give to parents. The childminder is aware of each child's individual stage of development, and is in the early stages of planning and recording achievements to show children's progress.

Helping children make a positive contribution

The provision is good.

The childminder provides an excellent range of activities and resources to promote a positive view of the wider world, enabling children to learn about differences. Children learn about the diverse society in which we live through discussion and resources

reflecting positive images of difference being included in everyday play. The childminder has dolls, books, puzzles and games depicting positive images of difference. These are readily available to the children, and are used regularly to support children in learning respect for individuality. Children learn about their local community as they walk to the local park, toddler and soft play groups.

Children show care and concern for each other and play together harmoniously. The childminder provides clear, consistent boundaries and has a proactive approach to behaviour management. Children behave very well as a response to the childminder's use of positive praise, discussion and encouragement to share resources.

Children are valued and respected as individuals. Each child is special as their individual needs are met. This is achieved through discussion with parents and the childminder's good understanding of each child's stage of development and how to encourage this. Children are given time and encouragement to achieve to the best of their ability. The childminders prospectus provides information about her services, enabling parents to be clear about what is available for their children. She works closely with parents following routines and shares important information with them through discussion about children's needs and interests.

Organisation

The organisation is good.

The childminder meets the needs of the range of children for whom she provides. Children's individual needs are met and they make good progress, as the childminder is caring, conscientious and well organised. Good routine enables the childminder to provide a high level of support and to maximise the time she spends playing with children. She provides an inviting environment so that children move around without being inhibited and confidently help themselves to toys they wish to play with. Activities and toys are well presented encouraging children to explore and initiate play.

Policies and procedures are used effectively to promote the welfare, care and learning of children.

The childminder attends relevant training courses regularly, for example Story Sacks, Autumn Festivals and Building Children's Self-esteem. She uses the knowledge gained to support the children's learning. All the necessary documentation is in place which ensures that children are well cared for, with the exception of written permission to take photographs. Information, policies and procedures are shared with parents to keep them informed about the service and their child's activities. This contributes to continuity in the children's care.

Improvements since the last inspection

The childminder has met the recommendation made at the last inspection. She now has clear information in place, so that parents are aware of the kind of information

she needs to ensure that each child is cared for as an individual, according to their parents' wishes.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by the 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):

- further ensure children are cared for according to parents' wishes by obtaining written parental permissions to take photographs of minded children

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