



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY305966
<b>Inspection date</b>	23 January 2006
<b>Inspector</b>	Christine Linda Tomaselli

<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://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 April 2005. She lives with her husband and their 2 children aged 1 and 10-years-old. They live in a house in the market town of Spalding, Lincolnshire. The childminder uses most of the house for childminding purposes, this includes a lounge, kitchen, downstairs toilet, 2 bedrooms for sleeping or computer use and a bathroom. There is a fully enclosed garden for outside play. The family has 2 pet guinea pigs.

The childminder is registered to care for a maximum of 5 children under the age of 8-years-old at any one time and is currently minding 4 pre-school aged children and 4

school-aged children on part-time contracts.

The childminder may walk or drive the children to the local school or pre-school. She regularly attends toddler groups, story time at the library, walks to the park and river to feed the ducks and has outings to the Fun Farm a local play activity centre and other local attractions.

She is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children feel settled and comfortable because they are cared for in a warm, clean and welcoming environment. They learn the importance of good hygiene and personal care by regular encouragement from the childminder through their daily routines. For example, the childminder encourages and supports the children in the process of washing their hands after the use of the toilet and at meal times. The childminder has established good procedures for the changing of nappies which contributes to maintaining the health and comfort of the younger children. She pays great attention to making sure that the risk of cross infection is reduced. Children develop their physical skills through regular trips to the park, activities in the garden and during walks to the river. These activities provide the children with opportunities to be in the fresh air which contributes to healthy living. They enjoy regular outings to a local play activity centre that provide lots of physical activities, such as ball games and climbing for children of all ages.

Children receive a good selection of healthy food options which helps towards their good growth. The childminder is dedicated and has a good understanding of foods that provide a balanced diet. For example, fruit, meat and fish dishes with a variety of vegetables. She also understands the importance of offering regular drinks. Currently some parents provide a packed lunch for their child with the childminder providing meals for other children. The childminder obtains appropriate information on the dietary needs of the children, ensuring their needs are met where she is required to provide any snacks or main meals. Younger children are encouraged to be independent and feed themselves, for example by offering a range of diced finger foods all suitable to their age and development.

Children are protected from the possible risk of infectious illnesses. The childminder informs parents through discussion and a sick children's policy, that children with an infectious illness do not attend therefore reducing the risk of serious illness amongst the children.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children move around the childminder's home safely and independently under her

constant supervision. The risks to children's safety are minimised by the childminder's suitable organisation and use of space. For example, stair gates are in place to prevent children having access to the stairs unsupervised and a fireguard is positioned around the fire. Children learn about keeping the play areas safe, in particular when the childminder is caring for babies. For example, not letting small pieces of play equipment be on the floor where babies may swallow them. The children are kept secure on premises however the childminder does not always check the identification of callers which could put children at risk.

The children learn about emergency evacuation from discussion with the childminder. She has a good understanding and appropriate equipment for this type of situation, which is supported by a written evacuation plan. Children begin to understand about their own safety in the event of a fire however, they do not take part in any emergency evacuation practises which could affect the safety of the children. The childminder maintains appropriate recording on accidents and medication and has a suitable understanding of child protection procedures set by the local Area Child Protection Committee. This ensures the children are cared for in an environment where knowledge and record keeping informs parents on matters concerning their child's welfare.

Children are provided with a range of safe play equipment and resources suitable to their age. Younger children have the opportunity to independently and safely access some play equipment within the play area. Additional play resources are stored under the stairs and are accessible to older children when required. Children's independence is encouraged by the childminder who provides a safe environment for the children to self-select toys when appropriate.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the childminder's house and form good relationships with the childminder and her family. Their language and mathematical thinking is encouraged in meaningful ways. For example, children are encouraged to talk about their day and the childminder shows great interest when being told about a forthcoming holiday and a child's nanny and granddad. Use of books and posters helps the children build their vocabulary and extend on their learning of a second language. Younger children develop an understanding about feelings from a favourite book showing different faces being happy, sad and angry. Children build their social skills by regularly attending local toddler groups and story time at the library where they are interacting with other children of their own age.

Children are enthusiastic, confident and involved in lots of opportunities that help build their learning in all areas. The childminder has a good knowledge of child development which helps her to promote children's personal, social, emotional and intellectual development. Children have the opportunities to take the initiative and develop their independence because of the way she organises the space, resources and equipment. Children are involved in a range of good activities due to the planning of activities suitable to their ages and ensures all children are given

opportunities at different times. Children and babies are encouraged to take part in a variety of activities that help to build their self-esteem and creative skills. For example, baking, art and craft activities.

Babies form good relationships with other children, as they play alongside them and learn to share resources. They enjoy playing rhyme times and looking at books with the childminder, who uses her sound knowledge and understanding of how children and babies learn, to encourage them to use new words and develop their language skills. Babies feel a sense of achievement in many ways. For example, the support and encouragement of the baby when doing the actions to 'Head and shoulders, knees and toes', which was followed by praise and the smiles of baby and childminder at their success. The childminder supports and encourages the babies in making the actions helping them to learn and name parts of their body.

### **Helping children make a positive contribution**

The provision is satisfactory.

The welcoming premises and the childminder's friendly personality makes children feel happy, safe and secure. The children's individual needs are met by the childminder who provides appropriate care. She works closely with parents to gain a good understanding about their child as an individual and works hard to make all children's attendance a positive one. Children feel valued as individuals due to the childminder's approach to managing different situations. Children have some opportunities to learn about and respect differences in our society, generally through discussion and play resources available to promote positive images. However, access to activities provided by the childminder are restricted and this will affect the children's learning.

The childminder has established some appropriate methods for managing poor behaviours. For example, she will encourage children in turn taking and sharing of toys and she will set rules and boundaries when required, in particular for the older children. The children begin to understand about the boundaries and play together mostly without conflict. The childminder is aware that by offering a stimulating environment where children are busy and happy poor behaviour will be very much reduced. The childminder tries to encourage good behaviour by setting a good example herself, teaching children about respect and valuing others and the regular use of praise.

Children benefit from positive relationships between the childminder and their parents. She gains the required information and consents from parents to ensure children's needs are met well. She uses a self-designed interview form and offers pre-visits for new families so that she knows the children well and they can begin to feel settled from the start of any placement. Individual progress is discussed daily with parents so that their changing needs continue to be met. Parents are provided with detailed record books for their child and have access to information that includes details about the childminder and her written policies and procedures.

## **Organisation**

The organisation is satisfactory.

The childminder has obtained the appropriate first aid training, the required basic child care training and some workshops. These contribute to the children receiving appropriate care and education. The childminder intends to develop her awareness and use of the 'Birth to three matters' framework to develop her practice to further enhance the provision she offers for younger children. She has already started to include this within her planning for this age group.

The organisation of the children's day takes account of the ages of the children attending and the individual needs, including suitable activities, rest needs for the younger children and collection times for older children attending school or pre-school. This is successfully achieved by a planned weekly rota which is displayed in the kitchen.

The childminder maintains appropriate documentation and information. She uses standard recording materials provided by the National Childminding Association with other self-designed forms to ensure parents are kept informed on matters associated with their child. Essential documents are organised well and stored confidentially. Records are up-to-date and contribute to the health, safety and welfare of the children. The childminder keeps parents informed about her policies, procedures and matters concerning their child to ensure consistent care. However, a review of the complaints procedure is required following changes in regulation.

Overall, children's needs are met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There has been no complaints made to Ofsted since registration. 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.
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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):

- extend the emergency evacuation plan by involving children in practises to support their learning and understanding of this type of situation
- extend children's learning about differences between communities, for example through art and craft activities
- review policy and procedures for recording of complaints and ensures parents are informed.

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](http://www.ofsted.gov.uk)