



Inspection report for early years provision

Unique Reference Number	510449
Inspection date	24 November 2005
Inspector	Lynn Morris

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 1990. She lives with her husband and two adult children in Coventry, West Midlands. The whole ground floor, one bedroom and bathroom on the first floor of the childminder's home are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of 6 children at any one time and is currently minding 3 children under 5 during the day, 3 children under 8 and a number of children over 8 before and after school. She walks to local schools to take and collect children and attends several toddler and childminding groups. The family

has no pets.

The childminder is a member of the National Childminding Association and she holds an early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities which contribute to their good health. They enjoy frequent outdoor activities, for example, they visit local woods to collect leaves and older children climb trees. They use local soft play facilities to improve their physical skills and access a good range of physical equipment in the garden.

Children are cared for in a warm, clean home where they learn about hygiene routines and personal care. They are increasingly aware of keeping their bodies healthy. For example, they know that running around makes their body change and can say that they become hot and sweaty. Children know that they need to wash their hands, which helps them to understand the importance of keeping their hands clean. They are becoming skilled in attending to their own personal care in the toilet.

Children learn about healthy eating. Their meals and snacks are planned to ensure they have a range of balanced and nutritious food. All meals are freshly prepared and a menu is displayed for parents. Children's dietary needs are discussed with parents and the childminder takes account of their wishes. They benefit from set routines for meals and snacks. They know when they are hungry and thirsty and can access drinks for themselves.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a home where their needs are given priority. Risks to children have been identified and minimised and daily checks ensure that children move around the home safely and freely. The childminder gives high priority to helping children understand how to keep themselves safe. For example, children know they need to stay close to the childminder when out of the home. They use wrist straps and learn how to cross a road safely. They have regular discussions about 'Stranger Danger', which ensure that children are protected as far as is possible from harm.

Children choose from good quality toys and the childminder makes daily checks of rooms and equipment used by children. They learn about emergency evacuations from the premises by practising fire drills. Children's welfare is safeguarded by the childminder's documentation and additional written policies, which help keep children safe. For example, the childminder has a current first aid certificate. Children are protected by the childminder's secure knowledge of child protection procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well in the childminder's home. They make good relationships with each other and the childminder. They socialise frequently with other children as they attend a wide variety of regular organised activities and groups outside of the home. They visit a variety of interesting places such as the Safari Park and the Sea Life Centre and children can recall with confidence their experiences of the visit.

Children become independent as they choose from a good range of toys. They select toys and materials for themselves and play co-operatively. For example, there are plenty of resources available for children to each have a doll and pushchair during their game. Children use a range of toys in a learning environment, for example, they enjoy books and stories. Children learn new words and the childminder asks open ended questions to help children expand their vocabulary. They talk about colours and use parts of the story to practise counting. As a result children's language is developing well and they can talk confidently about events inside and out of the home.

Helping children make a positive contribution

The provision is good.

Children choose from a good range of resources, which include toys and books to develop positive understanding of different cultures and people with disabilities. For example, children join in festival celebrations at toddler group. They use pictures and books to talk about the festivals and try foods associated with the celebration. They play with dolls, figures and books representative of different cultures and abilities. They learn to appreciate and value each others' similarities and differences.

Children learn to play together and how to respect each others feelings. They learn to share well and are encouraged to be kind to each other and can talk about their feelings. Children respond to the childminder's kindness and spontaneous cuddles. They are told when they are being good and unacceptable behaviour is clearly explained to them. Children know the 'house rules' and are encouraged to behave well. The childminder is consistent in her management, a good role model and takes account of different levels of children's development.

Children's information is sought and exchanged with parents verbally at the end of each session. Parents are provided with a home/school link to pass on messages about children. They receive written information about planned activities for their children and can see weekly planned menus. Children benefit from written information about the settings policies and procedures shared with parents.

Organisation

The organisation is good.

Children feel at ease in a well organised homely environment. They benefit from the

childminder's good organisational skills, which promote a learning environment. Children use the lounge in the home to enjoy a wide variety of activities. They are confident and settled and engage in regular visits outside of the home, which contribute to children's social and physical skills.

A good range of written policies and procedures are used to keep children safe and healthy and ensure that parents understand the aims and objectives of the setting. Communication with parents is good. They have daily opportunities for discussion and consultation about their child's development and well-being. Children benefit from daily well organised routines, which help them feel secure. Overall the childminder meets the needs of the children she cares for well.

Improvements since the last inspection

At the last inspection the childminder was asked to ensure that daily attendance records consistently detail the arrival and departure times of the children. All recordings of children's attendance now contains details of the times of arrival and departure of each child.

Complaints since the last inspection

A complaint was received by Ofsted in September 2004 suggesting that the childminder was exceeding registered numbers and not meeting required ratios (these relate to National Standards 1 and 2). Ofsted investigated by unannounced visit and found that the childminder continues to meet the requirements of the National Standards. No action was required and the childminder continues to be qualified for 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

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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):

- increase awareness of the Birth to three matters framework, for example by attending a training course.

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