



Inspection report for early years provision

Unique Reference Number	510415
Inspection date	18 January 2006
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 was registered in 1991. She lives with her husband and 2 adult children in Coventry, West Midlands. The playroom, conservatory and kitchen on the ground floor are used for childminding and there is a fully enclosed decking area for outside play.

The childminder is registered to care for a maximum of 6 children at any one time and is currently minding 3 under 5 during the day and 6 school aged children. The childminder walks to local schools to take and collect children. The childminder attends several toddler groups. The family has a cat.

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

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 parks with other children to play cricket, ball games and use hula-hoops. At groups attended they access large equipment such as slides and take part in painting and creative activities to develop their gross and fine motor skills. They access a good range of physical equipment in the childminder's garden.

Children are cared for in a warm, clean home where they learn about hygiene routines and personal care. They know that they need to wash their hands before and after meals, and can see pictures displayed in the toilet which help them to understand the process of hand washing. They access tissues for themselves and they benefit from the childminder's procedures for nappy changing, which reduces the risks of cross-contamination because she wears disposable gloves.

Children have meals prepared by their parents, which are stored safely until children require them. They have set routines for snacks and meals, which helps them feel secure and they can choose snacks for themselves. Children's dietary needs are discussed with parents and the childminder takes account of their wishes. They know when they are hungry and thirsty, they choose from a range of drinks available to them and they request fresh fruit.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a home where most risks have been identified and addressed. However, children can access the childminder's lounge, which is not registered for use and the connecting door has unprotected low glass panels at child height. Children move around the rooms available independently, using the playroom, conservatory and secure decking area in the garden for play activities. They play confidently with toys of good quality.

Children learn how to keep themselves safe. For example, they learn about road safety and know they have to stay close to the childminder when out walking. They practise emergency evacuation procedures on a monthly basis and know about 'stranger danger'.

Children's safety is adequately met through the childminder's procedures and documentation. For example, she holds a current first aid certificate and all documentation to take children out in the car is up to date. Children are protected from risk of harm or abuse by the childminder's satisfactory knowledge of local 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 regular organised activities and groups outside of the home with the childminder. They try new activities there, such as floor painting, large physical equipment and creative activities. They have creative activities daily during school holidays when they make biscuits and pizzas and plant sunflower and cress seeds.

Children become independent as they choose from a good range of toys. They choose where to play and select toys and materials for themselves increasing their independence skills. They use a wide range of toys in a learning environment, for example they count objects and name colours when they are helping to tidy up. They use treasure baskets with bottles filled with coloured water, seeds and other natural materials to explore their environment. They have frequent visits to places where they use soft play or can see and interact with animals. Photographs evidence children enjoying a wide variety of outings and activities.

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 can see displayed pictures of different types of families and they use pictures and books in dual languages to learn about differences. Children's home language is respected and all children learn a few words in each other's language. For example, all children able to communicate know the Romanian word for water. 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. They 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 have helped the childminder to develop them. 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 an effective home to school link to pass on messages about children. They receive information about the setting through discussions when their child starts and are shown copies of policies and procedures kept by the childminder.

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 playroom and conservatory in the home to enjoy a wide variety of activities. They are confident and comfortable around the childminder and regular visits outside of the home contributes 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. Regular attendance at training courses and commitment to improve skills and knowledge has good impact on the care of children and overall meets the needs of the children cared for well.

Improvements since the last inspection

At the last inspection the childminder was asked to practise the emergency fire escape plan. Children practise emergency evacuation from the premises every month. This contributes to keeping children safe.

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 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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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 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 any low glass is fitted with safety film or made inaccessible to children
- ensure that children cannot access rooms excluded from the registration.

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