



## Inspection report for early years provision

<b>Unique Reference Number</b>	256523
<b>Inspection date</b>	05 December 2005
<b>Inspector</b>	Rosalie Mary Turner

<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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The childminder was registered in 2000. She lives with her two children aged 15 and 16 and adult daughter. They live in a residential area of the city of Norwich, within walking distance of local amenities. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has 3 cats, 2 guinea pigs and keeps goldfish.

The childminder is registered to provide care for a maximum of five children at any one time and is currently minding three children on a part-time basis. The childminder

also cares for children over eight years after school.

The childminder holds an appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is inadequate.

Children are at risk from the spread of infection because of the childminder's poor practices to maintain hygiene. For example, many of the work surfaces and much of the floor space in the childminder's home are cluttered and, therefore, not able to be effectively cleaned. Children do not wash their hands before using their fingers to eat their packed lunch. As a result, they are not learning the importance of personal hygiene. Germs are also able to spread as the childminder does not wipe the table with anti-bacterial spray to ensure that the surface is clean before children eat. However, children are protected from contagious illnesses because the childminder does not let children attend if they are not well. Children's welfare is safeguarded because the childminder has appropriate first aid training that enables her to take appropriate measures when children have accidents to increase their chances of a speedy recovery.

Children are prompted to have drinks throughout the day and their personal drinking containers are always in view. The childminder provides healthy snacks such as fresh fruits but parents provide their children's food. Although the childminder takes steps to guide carers, not all provide nourishing options. As a result, some children are unable to learn the importance of a completely healthy diet.

Children have limited opportunities to access fresh air or to develop their physical skills as they are not able to play in the garden because it is unsafe. However, they are taken for walks to the local park and school to help them to enjoy a healthy lifestyle. Children use a range of resources to help them to develop their hand to eye co-ordination. They enjoy completing puzzles and using construction sets to help them to develop their finger skills.

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

The provision is inadequate.

Children are at risk because they are able to access areas of the property that are not included within the childminder's registration and, therefore, have not been checked against the National Standards for safety. They are not able to play safely as insufficient steps have been taken to maintain the premises in a suitable state and minimise hazards within the setting. For instance, the childminder does not cover all low-level sockets and children can access tools, sharp knives, scissors and cleaning chemicals that are stored on the kitchen work surfaces. Although the childminder supervises children when they use the large trampoline, she has not assessed the activity to reduce the risk of accidents. Consequently, children are not fully protected from possible injury.

Children are learning to keep themselves safe. For example, when they go for walks or on outings, the childminder talks to them about crossing the roads safely. Children also practise fire drills to help them understand the importance of escaping quickly and safely in an emergency.

Children are protected from the risk of possible harm because the childminder has a clear awareness of the signs and symptoms of abuse and she keeps local child protection guidance to hand. Therefore, she is able to act quickly if she has concerns about a child.

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

The provision is satisfactory.

Children get on well with the childminder, who is kind and sensitive in her approach to them. As a result, children are happy and confidently ask the childminder to help them with their play.

Children experience a variety of free play and structured activities, together with times to relax, that help them to develop their skills. They have a range of age-appropriate toys and equipment to help them to make progress but the resources are poorly presented. As a result, children's independence is compromised as they cannot always find items and be responsible for their own play.

The childminder's experience in providing day care for young children ensures they are helped to make progress and acquire new knowledge. For example, she sits and chats to the children as they play, talking about what they are doing and extending play by referring to colour, shape or number. Children are developing their communication skills because the childminder looks at them when she is talking and repeats words to model the correct pronunciation. She uses phonics to match letters to sounds while children use mark-making materials to help them make progress with writing their names and with early reading skills. Children have worthwhile opportunities to be imaginative through the range of role play resources provided and enjoy pretending to cook tea for the childminder.

Children are helped to feel good about themselves through the childminder's positive interaction. She uses children's names and makes effective use of praise to help them to concentrate as they design and build. Consequently, children persevere and show that they are pleased with the house and garage that they have made.

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

The provision is satisfactory.

Children's differences are valued because the childminder does not discriminate. She welcomes children from all backgrounds and provides a range of positive resources that reflect our multi-cultural society. As a result, children are encouraged to learn about and respect diversity. Children learn not to gender stereotype as the childminder ensures that all resources are equally available to boys and girls.

Although the childminder is not currently providing care for children having identified special educational needs, she is aware of children's developmental stages. Consequently, she is able to approach parents if she is concerned about children's progress and obtain appropriate support to ensure that they are able to develop their skills.

Children know what is expected of them because the childminder is consistent towards them. For example, she diverts attention if there are conflicts between children and explains why she has intervened. As a result, children learn right from wrong. Children respond well to the childminder's polite, calm approach and are learning to model their behaviour on her example. Consequently, children are well behaved.

Relationships with parents are friendly. Children's individual needs are able to be met as the childminder records parents' wishes for their care before minding commences. The childminder continues to exchange information informally as children are delivered and collected to ensure that she provides care that is appropriate to children's current needs. The childminder believes that she has a good relationship with parents although she has not implemented a system to respond to and record any complaints that are made about her practice to fully promote children's welfare.

## **Organisation**

The organisation is inadequate.

Children are at risk of possible harm because not all of the household members over 16 years of age have been vetted to ensure that they are suitable to be in close contact with children.

Although the childminder holds a recognised childcare qualification and continues to train, children's welfare, care and learning is not adequately supported because they are not sufficiently able to initiate their own play. In addition, the childminder's health and safety procedures are not robust as evidenced by the inadequacies within her provision.

Some of the legally required paperwork is suitably maintained to promote children's welfare and care. For example, the childminder records children's attendances robustly. However, her contracts with parents are not regularly updated and the agreements for behaviour management, along with other childminding information, have been lost following a technological failure. Consequently, the childminder cannot ensure that she effectively safeguards children's well-being.

Overall the provision does not meet the needs of the children who attend.

## **Improvements since the last inspection**

The previous inspection recommended that the childminder should obtain written permission from parents to seek emergency medical advice or treatment.

The childminder has obtained written consent from parents and carers to seek emergency medical help. As a result, children are safeguarded if they are seriously ill or injured as their chances of making a speedy recovery are significantly increased.

### Complaints since the last inspection

Ofsted has received one complaint since 1 April 2004 relating to National Standards 4: Physical environment and 11: Behaviour. Ofsted investigated by carrying out an inspection on 05/12/2005. Evidence showed that there were grounds to issue actions under National Standards 1: Suitable person, 4: Physical environment, 6: Safety and 7: Health. The actions require a written response within a specified time. The provider remains 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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- maintain the premises in a suitable state to ensure that floors and surfaces are tidy and able to be effectively cleaned
- assess the risks to children in relation to hazards from low-level electrical sockets, sharp knives, cleaning materials, empty cans and sharp tools and take action to minimise these
- encourage children to learn about personal hygiene through the daily routine
- ensure that persons over the age of 16 years, living on the premises, undergo checks including a criminal records check
- make the upstairs area inaccessible to the children.

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

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)