



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY102626
<b>Inspection date</b>	14 February 2006
<b>Inspector</b>	Trudy Scott

<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 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 2001. She lives with her husband and two children, aged 6 and 8 years, in Sheffield. The whole of the ground floor of the house and rooms on the first floor are used for childminding. A fully enclosed garden is available for outdoor play. The house is close to local parks, schools and bus routes.

The childminder is registered to care for a maximum of 5 children under 8 years. She is currently caring for 5 children on a full and part-time basis.

The childminder is a member of the National Childminding Association. She regularly

attends a local childminder group with the children.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because the childminder provides a clean, warm home and follows effective hygiene routines to prevent the spread of infection. For example, she consistently wears disposable gloves when changing nappies and provides individual flannels for each child. Children understand simple good hygiene practice, such as washing their hands before meals and using tissues. They are well-supported by the childminder in assuming responsibility for their own hygiene. For instance, she reminds them about their personal care and makes sure they can reach items, such as tissues, independently. Children enjoy nutritious snacks and meals, which include a good variety of fruit and vegetables. They are encouraged to make healthy choices and often choose water to drink. The childminder takes time with routines of care, such as nappy changing and snack times, engaging playfully with the younger children to help them feel content and secure.

Children are physically active, which contributes to their healthy lifestyle. They engage in indoor physical activity, such as dancing to music, and regularly play outside. They enjoy appropriate challenge as they develop confidence and control of their bodies. For instance, 4-year-old children jump across stepping stones, following the childminder's suggestions to help them balance, while toddlers tentatively step onto the stones, holding her hand.

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

The provision is good.

Children are cared for in a safe, child-friendly home where potential risks are identified and minimised. This means they can move around freely and safely. Even the youngest children move confidently from room to room, reassured by the close and constant presence of the childminder. Children are learning to avoid accidental injury and know how to keep themselves safe as the childminder talks to them about safe practice. For example, when walking up stairs 4-year-olds imitate the childminder by reminding each other to hold onto the handrail and to take care where they put their feet.

The childminder has a clear understanding of child protection issues as she keeps herself up to date with current guidance and has attended recent child protection training. This contributes effectively to safe-guarding children's welfare. However, she does not include all recommended detail in records of existing injuries.

Children independently select activities and resources from a wide range of good quality toys and play materials, suitable for children of different age and stage of development. These include everyday household items and materials to stimulate imaginative play. Resources are stored where children can see and reach easily and

so make choices about their play. Toys and equipment are regularly checked to make sure they are safe for children's use.

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

The provision is good.

Children are happy and settled and have warm, caring relationships with the childminder. This is due to the childminder showing she values what each child has to offer. Children know the childminder is interested in what they do and say because she listens, asks questions and becomes involved in their play. Toddler's early communication skills are well-supported as the childminder encourages them to communicate in their own way. For instance, they take part in conversations by making eye contact and using gestures, sounds and words. Children enjoy social contact and have very good relationships with each other. Relationships flourish through the childminder providing many opportunities for them to be together and share experiences. For example, younger children play contentedly alongside older children, watching with interest what they do and learning from them.

Children are enthusiastic and motivated as they frequently plan and initiate their own play. The childminder understands the adult role in children's play and gives them the freedom to develop their own ideas. This supports their imagination and creativity. For example, children make robots using playing cards and then further pursue their interest by getting out the bricks to build and compare different models. The childminder successfully engages with children to reinforce their learning as they play. She introduces counting in daily activities, such as 'one leg, two leg' when helping toddlers put on trousers or helping older children count bricks in their constructions.

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

The provision is good.

Children show a strong sense of belonging as they are warmly welcomed in the childminder's home. They are comfortable and at ease in the predictable environment where they understand familiar routines and know where to find favourite playthings. They move independently around the house, making decisions about their play and care, which promotes self-esteem and confidence. Their individual needs are well-met because the childminder takes time to get to know children and parents and responds sensitively to their needs. She makes time to talk daily with parents and shares photographs and children's work, so that they are involved in their children's experiences.

Behaviour of the children is good. They are learning to manage their own behaviour as they understand the expectations of the childminder. She gently, but firmly reminds them of boundaries and house rules and uses distraction and praise successfully to promote positive behaviour. Children follow the good role model of the childminder in treating each other with courtesy and consideration. They understand their own needs and are beginning to understand the needs of others. Older children

play affectionately with younger children, for example, by talking gently and showing them how to build a tower with the bricks. Children use a variety of resources which reflect diversity and acknowledge cultural differences. This introduces them to the wider world and helps them appreciate the lives of others.

## **Organisation**

The organisation is good.

Children are content and well-cared for because childminder organises her home and time effectively to support children's welfare, play and learning. She plans the day to make sure she has time to give children individual attention and meet the demands of children of different ages. Children explore their environment as they move freely around the house and broaden their experience with regular visits to the local childminder group.

The childminder has in place some written policies, such as equal opportunities and complaints, which she shares with parents to keep them well-informed about the childcare. This contributes to continuity of care for the children. She shows a commitment to her own professional development and improves her knowledge by attending relevant courses. For example, she has attended training in the Birth to three framework, which is reflected in the good practice with children under three years. Overall, the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

At the previous inspection, the childminder was asked to develop the range of resources to include more resources with positive images of diversity. Resources have been improved and include books and other play materials, such as dolls and dressing up clothes, which represent different cultures, backgrounds and lifestyles. These are used as part of daily play and contribute to children developing a positive view of the world.

The childminder was also required to input more detail into the attendance register. She keeps accurate records, which include arrival and departure times of the children, and this has improved safety for the children.

## **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**

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):

- include parent signatures in records of existing injuries.

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)