



Inspection report for early years provision

Unique Reference Number	EY313750
Inspection date	10 May 2006
Inspector	Jennifer Read

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 2005 and may provide care for six children under eight years at any one time. He currently cares for one child under three years on a full-time basis, three children under five years, on a part-time basis, all year round and one child over five years, before-and-after school during school terms. Additional care is provided for two children over eight years after-school and during school holidays. Overnight care is available. The childminder works with his wife, a registered childminder. The childminder supports children with special educational needs.

The childminder lives with his wife and two children aged nine and 11 in the Arle area of Cheltenham. The whole of the house is used for childminding. The main areas used for play are the playroom, dining room and kitchen. Upstairs bedrooms are used for sleeping. There is an enclosed rear garden with grass and patio areas for outside play. The family has a cat. The childminder attends the local parent-and-toddler group. He walks to local schools and playgroups to take and collect children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a good understanding of healthy living and how to look after their bodies through discussion about why daily fresh air, regular exercise and nutritious food is good for you and why hand washing is important to remove the germs. They are developing a sound knowledge of healthy eating habits through eating a balanced diet, drinking water regularly and exploring healthy foods through practical activities. For example, children enjoy weekly visits to the supermarket to talk about and purchase different fruits, vegetables and foods and eagerly join in cooking and preparing snacks. The childminder is proactive in ensuring children's lunch boxes are varied and nutritious because he works closely and sensitively with parents to encourage healthy options. Mealtimes are a very social occasion because the childminder, co-minder and all children sit together, talk about the food and what they have been doing. As a result, children enjoy their food.

The premises is very clean, tidy and children benefit from the childminders conscientious cleaning routines and good example. The clear accident, medication and sickness policies, together with useful information of numerous diseases and infections and the childminder's clear knowledge of appropriate good practice, ensures children are well protected from cross-infection and their health care needs are well met. The enthusiastic childminder encourages children to develop independence in their personal care and helps them to make healthy choices. Hand washing after blowing their nose, nappy changing, using the toilet, outside play and before all mealtimes minimises the spread of infection. Children rub their hands with soap and water in the bowl and dry their hands on the towel with the childminder ready to offer support if necessary. The childminder spontaneously supports children's healthy emotional well-being. Children confidently snuggle into him for regular cuddles to seek warmth and comfort enabling them to feel secure and special to someone.

The children enjoy a wide range of outdoor toys and activities, such as a small slide, climbing frame, outdoor sand play and regular trips to play parks. Children develop muscle control and co-ordination all year round as they spin, twist, stretch and bend during music and dance, and enjoy weekly visits to childcare groups with ride-on toys and climbing apparatus. Younger children acquire new skills as they begin to hold the bat with growing control to hit the ball, slither through the tunnel and use various tools to dig, pour and fill containers in the sand. Older children enjoy the freedom to play out in the front of the house with parental permission to play football, basketball and use their scooters and bicycles.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a calm, cheerful and inviting home where their pictures, creations and bright posters decorate the play room. The children have more than enough space to move freely, and clear emphasis is given to making sure the environment is welcoming for children to aid their development. The play room is set out purposefully into defined spaces, such as table top area, a relaxing area with sofa and a floor area. In addition, children move between the play room and large dining area safely during play. Children develop good independence as they self select most resources freely and safely for themselves. These are stored invitingly on a tall shelving unit, where toys for the younger children are in clearly labelled storage boxes on the bottom two shelves. Children readily help themselves and ask the childminder for books and additional play items when they wish. They are beginning to understand that they have to put things away when they have finished to help prevent accidents.

Children's safety and security is given high priority by visual daily checks, which ensures hazards to children are effectively minimised. The childminder supervises children closely both indoors and outdoors at the same time allowing them to take risks safely to challenge and encourage their independence. Occasional practise of the emergency escape plan means children gain sufficient awareness of appropriate action to take. Close supervision ensures the childminder is able to respond swiftly to their aid, for example, when children are learning to climb up and down the slide and climbing apparatus, and younger children are learning to balance and walk up and down the steps in the garden.

Children are learning how to keep themselves safe outdoors because clear explanation about why they need to be careful when using the climbing apparatus in case they fall and purposeful questions, such as, 'is it safe to cross?' and 'are there any cars coming?' means children gain a good understanding of how to cross the road safely. Older children know the boundaries of where they are allowed to go when playing at the front of the house through daily discussion about the rules to reinforce their understanding.

Children are well protected from abuse or neglect as the childminder has experience and a sound understanding of child protection issues. He has completed appropriate training and is keen to attend the advanced child protection training course to gain a greater in-depth knowledge. He is clear about his responsibility to report concerns and monitors, records and liaises closely with his co-minder about any issues or concerns. Parents are aware of the policies and procedures that are in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and eagerly take part in a wide range of quality experiences inside and outside to support and encourage their interests and development. The childminder liaises closely with parents to seek suitable information about children's interests. He has a secure understanding of an appropriate range of experiences to

help improve babies and young children's achievements. Subsequently, children are progressing well. They begin to express their creativity, experiences and ideas as they explore paint, sand, sticking and gluing, designing models using recyclable media and materials and growing and planting in the garden. Children broaden their experiences as they explore their senses and investigate objects that feel, smell and sound different through play with rice, pasta, coloured play dough and paper.

Children enjoy their play. They readily join in free-play and planned activities based around the 'Spring' theme. They concentrate and persevere very well as they spend much time sticking pieces of tissue paper on their flower and choosing different flower pictures to colour. Children are keen to learn new skills as they confidently ask questions, for example, 'what's that called?', and respond to new challenges well to promote their learning. 'I did it' a child exclaims excitedly as he successfully sharpens his pencil to continue his colouring. Regular praise, for instance, 'that's it, good lad', and active encouragement to try things first for themselves helps develop children's confidence and independence. As a result, children smile a lot, are responsive and continue with tasks to completion.

Children know the routines well and are confident in the setting and in their relationships with each other and the childminder. They readily make choices in their play as they select play dough tools and home corner food from the shelf. The younger children make connections in their play as they use materials in the role play to represent objects. They imaginatively wash up spoons and cups in the home corner and cook food in the microwave. For example, '...is cooking your dinner, this is my dinner' a child explains to the childminder as they play contently alongside each other stirring the food, serving it out onto plates and sitting at the table together pretending to eat what they have cooked. The childminder shows interest in what the children do and say and is perceptive of when to join in, question and provide ideas to extend their play further.

Older children are self-assured and share ideas, feelings and thoughts assertively. Younger children improve their early communication skills through positive interaction, modelling of language and through regular music and singing activities. Children readily talk about going to the supermarket and animatedly ask for music and squeal, laugh and dance excitedly around the room. They show interest in living things in the garden and use colanders, sieves, buckets and spades in the sand to increase motor skills. Children learn to socialise with peers of similar age in group situations through weekly visits to the play park, various childcare groups and through outings with other childminders to the Sculpture trail, Cattle Country and picnics in the park.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals because the childminder liaises closely with parents and is secure in his knowledge of each child to support their needs successfully. He has experience of caring for children with special needs, is sensitive to their wishes and those of their parents and is practical to adapt activities and

resources to include all children. Children develop positive attitudes to others and begin to appreciate the customs and cultures of others through stimulating activities and access to a good range of toys and resources which reflect positive images of diversity, including dressing up clothes, dolls, books and play people. Children taste Chinese crackers, spring rolls and use Chinese food implements during Chinese New Year and readily help to make a jungle with play animals for an African theme at the drop-in group.

Children receive frequent praise and encouragement, and learn what is right and wrong. As a result, children behave well and play harmoniously with each other. They learn to take turns and share resources co-operatively with their peers through clear explanations and reasoning. Children begin to understand responsible behaviour and the consequences of their actions through good role modelling and effective methods to manage behaviour.

Partnership with parents is good. Children benefit from the close, positive and friendly relationships between their parents and the childminder. All parents share information with him about their child's needs and value the professionalism, compassion and uniqueness of having a male role model in the setting. Communication is very effective to enable the childminder to provide successful support and care. Parents receive a detailed prospectus about the childminder, day to day organisation of their child's care and policy and procedure information.

The childminder takes photographs of the children during play to send through to their parents via email whilst they are settling-in and on a regular basis. He compiles a photographic compilation compact disc of each child's time at the setting and presents this to parents when their child leaves. This provides reassurance to parents at sensitive times, enables them to contribute to their child's learning at home and is a generous record of their child's time at the setting and of their progress.

Organisation

The organisation is good.

The childminder is positive, enthusiastic, committed and enjoys his work with the children. He is sufficiently qualified and keen to attend additional training to extend his knowledge of appropriate good practice. He works closely with his co-minder to seek additional information and improve experiences for children. Policies and procedures work well in practice to promote children's health, safety, enjoyment and achievement. Parents observe and discuss these at the initial meeting to keep them well informed about the service.

The well organised play areas, resources and routines positively support children's care, learning and play. As a result, children are content, feel at home and a strong sense of belonging. Children use the indoor and outdoor play areas purposefully to experience a broad range of activities and experiences to meet their needs and interests successfully and help all children achieve well. Documentation is accurate, clear and efficiently organised and maintained to promote children's welfare and ensure confidentiality. Each child has an individual record for daily attendance, accident and medication. Child record forms, parent contracts and all parental written

permissions are secure in separate named sections in a folder. The childminder meets the needs of the range of children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have 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 may contain complaints other than those made to Ofsted.

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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):

- regularly practise the emergency escape plan to further reinforce children's awareness of appropriate action to take to keep themselves safe.
- continue to develop training and experience to further improve knowledge of child care.

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