



## Inspection report for early years provision

<b>Unique Reference Number</b>	113310
<b>Inspection date</b>	05 May 2006
<b>Inspector</b>	Marie Thompson
<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 was registered in 1995. She lives with her three children aged 15, 13 and 7 years in Hook, Hampshire. The whole of the downstairs of the childminder's house is used for childminding, including a playroom, and there is a fully enclosed garden for outside play.

There are currently 5 children on roll. The childminder walks to local schools to take and collect children. She attends the local parent and toddler group.

The family have some goldfish. The childminder is a member of the National Childminding Association (NCMA). She is the chairman of the local Association For All Speech Impaired Children (AFASIC).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in a clean environment, where they learn to follow good hygiene practices. The childminder uses wipes to clean hands after visiting the toilet or playing in the garden and before eating, to help prevent the spread of germs. However, after washing their hands, children share a towel, which means infections are not positively controlled.

Children enjoy healthy snacks and know that fruit is good for them. Children are well nourished and meals cater for individual tastes. Children experience a range of different cuisines, such as Chinese and Indian food. During the summer months they enjoy picnics in the garden. Children receive plenty of drinks, especially in warm weather, which prevents dehydration.

Children receive appropriate first aid, which is recorded and countersigned by parents. Children are only administered medicine that has been authorised by parents. Sick children are sensitively cared for by the childminder and appropriate procedures followed, which reassures and comforts children.

Children enjoy regular physical activities, which help keep them in good health. Outings to the park provide access to large play equipment, giving children plenty of opportunity to develop physical skills.

The childminder builds very strong relationships with the children, making them feel secure. The childminder knows the children well and is responsive to their individual needs, which allows them to learn and develop a variety of skills.

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

The provision is satisfactory.

Children play in a well-organised environment, where the childminder identifies risks and minimises hazards. This allows them to move around safely, freely and independently. The childminder gives priority to helping children understand how to keep themselves safe and to maintaining children's safety inside and outside the home. However, there is not a written fire evacuation procedure in place and the fire blanket is not fitted securely to the wall, so that it can be easily accessed in an emergency.

Children have easy and safe access to toys and resources that are stimulating and suitable for children's stage of development, which meet safety standards. Regular checks ensure there are no broken parts that could harm a child. Children benefit from well-supervised outdoor play. Clear procedures for outings ensure children's safety at all times. Children learn about the Green Cross Code and road safety, when they are out walking, and use pedestrian crossings whenever possible, which allows them to learn some sense of danger and to gain knowledge about how to protect them from harm.

The childminder has a good understanding of child protection issues, which safeguards and promotes children's welfare. The childminder is able to effectively and efficiently deal with all child protection concerns and there is documented evidence to support this.

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

The provision is good.

Children are settled and happy in the environment, where the childminder sensitively interacts with the children. Children are confident and relate very well to the childminder and to other members of the family and enjoy the company within the warm environment. Social interaction with other children, through regular attendance at local toddler groups, helps to develop relationships with children of a similar age. Children become independent, as they choose between a variety of stimulating toys and resources within the playroom, which appeal to all.

A good range of activities supports children's learning and development. Regular outings to local venues, such as the library or the shops, help to develop an understanding of the world around them. Children enjoy books and stories, which are part of the daily routine. Through playing games, children develop many skills, such as co-ordination, co-operation, sharing and taking turns. Children enjoy excursions to the farm and the beach, which allows them to explore and investigate. Painting and music nurture children's creative development. Good support reinforces new language and counting by rote increases children's understanding of numbers and their enjoyment of rhythm, through puzzles and musical toys.

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

The provision is good.

Children feel respected as individuals and made to feel good about themselves. The childminder talks to them about their home life and things that are important to them. Children are encouraged to display their drawings in the play room, which develops their self esteem and confidence in their own abilities. They learn about the world through outings and activities that introduce them to other cultures. Children have access to a reasonable range of resources that reflect positive images of diversity and their understanding of others. Children enjoy a wide range of different foods, for example Chinese, Indian and Italian, which involves talking about the origin and how to make the food.

The childminder meets the children's needs by following normal daily routines as discussed with parents, which helps the children feel secure. They have time to relax as well as be active, which develops the children's independent freedom of choice. Children learn important social skills, such as sharing and listening to each other. Children benefit from lots of praise, cuddles and reassurance. They behave very well. Good, calm and sensitive explanation helps children learn right from wrong and teaches self-discipline.

There are currently no children with special needs within the childminder's care. However, the childminder has some personal experience and a good understanding of caring for children with special needs. Close liaison with parents and outside agencies would ensure that all the children's needs are well planned for and met.

The childminder has very good relationships with all of the parents, which is friendly and supportive. Parents are fully informed of her practice, ensuring the children's continued support and welfare. Parents feel welcome and value the childminder's congenial and consolatory approach to caring for their children.

### **Organisation**

The organisation is satisfactory.

The children feel at home and at ease with the well-organised and comfortable environment, which includes a purpose built playroom. This means they are confident to initiate and extend their own play and learning. The childminder effectively uses her policies and procedures to promote the welfare, care and learning of the children. However, there is not a policy or record in place for complaints. The childminder has all documentation available, which includes a daily record of the children's attendance. However, this is not consistently signed by parents or the provider. Most relevant and mandatory documentation is in place and well maintained.

By working in partnership with the parents, the childminder ensures that she meets the children's individual needs. Discussions take place daily with the parents and the children tell their parents what they have done during their time with the childminder. The regular informal discussion with parents ensures continuity of care for the children. Children receive good adult support to help them feel secure and confident to develop and expand their learning through play. The childminder meets the needs of the range of children for whom she provides.

### **Improvements since the last inspection**

At the last inspection, the childminder was asked to attend an appropriate first aid course, which includes training for infants and young children; to provide an appropriate range of activities and resources for school age children; make sure that the premises are secure and that children are unable to leave them unsupervised; improve her system for maintaining records relating to childminding.

The childminder has attended an appropriate first aid course; the range of activities and resources for school age children has increased; the premises are secure at all times and she has made some improvement in maintaining the records relating to childminding.

These measures contribute to ensuring the children's continued health, safety and wellbeing.

### **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):

- provide separate towels to prevent cross infection
- ensure that a written fire evacuation procedure is in place and shared with the parents
- make sure the fire blanket is securely fixed to the wall and can be easily accessed in an emergency
- update policies and log in line with the National Standards for complaints
- ensure that the daily attendance register is consistently signed by the parents and the provider

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)