



Inspection report for early years provision

Unique Reference Number	138064
Inspection date	14 September 2005
Inspector	John Edwin Warren

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 cares for the children from her three bedroom home in Raynes Park. She shares the home with her husband and two children who are now adults. Children have access to all of the downstairs area, the garden and one bedroom for sleep time on the first floor. She has been registered as a childminder for approximately 17 years. The home is within easy walking distance of several schools and parks. There are currently two children on the roll.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children remain healthy because the routine is developed to meet their individual needs. They are recognising when they are hungry, thirsty and need to rest. They are supported well by the childminder who also recognises these signs. Children are encouraged to take drinks on a regular basis and rest when they need to, rather than at a set rigid time. Therefore children are more responsive and willing to be involved in activities provided. Children's individual dietary requirements are adhered to through partnership with parents. They also work as a team to discuss the introduction of new foods to the children.

Children enjoy outdoor play in the garden area and local parks. Children gain and consolidate new skills, for example, climbing and trying to swing themselves. Children's well being is fostered. They are settled into the home with sensitivity and recognition of the need for a predictable environment. Children remain healthy because they are protected from the spread of infection. The childminder has procedures in place to minimise the risk of children becoming unwell whilst in her care.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy playing in a child centred environment. Children can move freely in all of the registered areas of the home. The garden area is safe and secure, subsequently children can move between the indoor and outdoor areas safely. Children are able to develop their independence in a safe environment because equipment provided for them is accessible and serves its purpose, for example, child size chairs and tables. Toys and all resources that the children play with are checked for safety on a regular basis. Good hygiene and safety practices are followed by the childminder at all times, for example, during nappy changing times children are placed on a changing mat on the floor to remove any possibility of a falling incident. Precautions are taken to prevent accidents, for example, areas that may be potentially hazardous are fitted with safety gates to prevent access by the children. The children remain safe on outings because the childminder ensures that the areas that children use are suitable for them and they are well supported and informed of any possible risks.

The childminder has a very good working knowledge of the child protection procedures and is aware of the signs of abuse. As a result of this children are protected from significant harm by others.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from playing with a wide range of suitable play resources. The children enjoy the close support given by the childminder when it is required. They

are offered activities that will stretch their abilities and assist in moving them onto the next stage of development. Children are confident in making their choices. They spend time exploring each activity because the childminder uses open ended questioning and offers the children encouragement. Children are set good role models and learn to play appropriately with the resources.

Children are beginning to make connections as they play, for example, a child found a set of play keys, he took them to the garden door and started to turn them as if he was opening the door. Children are given the opportunities to make marks through a variety of mediums, for example, crayons. They are read stories and introduced to the idea that print carries meaning. They enjoy imaginative play and will often involve the childminder by bringing her a pretend cup of tea. Children are encouraged to be independent. The childminder has a good understanding of the developmental process and what each child in her care is capable of achieving. She then endeavours to encourage them to reach that goal. However her knowledge of Birth to three matters could be enhanced by further training. Children are listened to by the childminder, she spends time with the children responding to them even if its just their babbles, for example, a young child wanted a musical toy switched on, he held up his hand and opened and closed it calling the childminder towards him. She responded by going to him and switching on the toy. Although very engrossed in the toy the child had time to look up and smile at the childminder.

Helping children make a positive contribution

The provision is good.

Management of children's behaviour is exceptional. Children's behaviour in general is very good, however any signs of unacceptable behaviour is dealt with swiftly and with sensitivity. Children are taught what behaviour is acceptable by the childminder who sets a good role model, for example, a child was stacking some beakers then he started to throw them. The childminder picked one of the beakers up and carried on stacking. The child then started to copy her. She reinforced this good behaviour with positive praise. Children also benefit from the partnership between the childminder and parents. This relationship ensures consistency of care for the children and subsequently their individual needs being met. Parents receive written and verbal feedback on a daily basis, informing them of what activities their child has been involved in and their eating and sleeping patterns.

Children benefit from a freedom of choice for each activity regardless of their gender, for example, one boy enjoyed playing with the play cooker and the baby buggy. They also benefit from the childminder's knowledge that they may have English as an additional language. She endeavours to learn keywords for a greater understanding of the child's needs. However there are insufficient resources that promote positive images of ethnicity, culture and disability.

Organisation

The organisation is good.

Children benefit from a well organised environment. All of their play resources are easily accessible. They spend the majority of their time playing face to face with the childminder because she organised her day well. She is well prepared for when children arrive and ensures all resources are close at hand so children always remain closely supervised, for example, all of the items required for a nappy change were in one area. They were also in the room adjacent to the main play area, so if other children are present they can be easily seen.

Documentation is sound and ensures the smooth running of the day and protects the children's general well being, for example, she has sought permission for emergency medical treatment from parents so she may act quickly in the event of a crisis. She has also updated her first aid training so that she is able to deal with minor injuries quickly and know when to seek further assistance. The giving of any medication is recorded to ensure the correct dosage is always given. Any accidents that may occur are risked assessed in order to try and prevent the same accident occurring again.

The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE

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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):

- develop knowledge of the birth to three matters curriculum
- ensure children have access to resources that promote, disability, ethnicity and culture.

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