



Inspection report for early years provision

<b>Unique Reference Number</b>	EY319573
<b>Inspection date</b>	24 July 2006
<b>Inspector</b>	Jacqueline, Ann Connell
<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 2006. She lives with her husband and two children aged five years and one year in Selborne, Hampshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. There are currently two part-time pre-school children on roll and one after school child. The childminder walks to local schools to take and collect children. She attends parent/toddler groups. The childminder has a level three qualification in Early Education and Childcare. She is a member of the National Childminding Association. (NCMA)

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy a wide range of activities, which actively contribute to their good health and help them to understand the need for regular exercise as part of a healthy lifestyle. They have daily opportunities to enjoy the fresh air when they walk to the school, play in the garden or visit the local recreation ground. They develop their physical skills when they ride the wheeled toys, dig in the sand or play ball games. They are confident to try out new skills, such as balancing on the space hopper, because the childminder offers appropriate activities and levels of support.

Children are cared for in a clean home. They learn the importance of good hygiene and personal care because the childminder encourages them to develop healthy routines, such as washing their hands before meals and after using the toilet. They have the opportunity to rest and sleep, in line with their parent's wishes, and keep protected from illness and infection because of the childminder's effective health and hygiene procedures. These include appropriate arrangements for the recording of any accidents and the administration of medication. The childminder has arranged to attend first aid training. This will develop her knowledge of dealing with accidents and support the children's welfare.

Children have frequent drinks throughout the day, which help to keep them well hydrated. They enjoy healthy and nutritional snacks and home cooked meals. These take into consideration their individual likes and dietary requirements. Older children learn about a healthy diet when they grow vegetables, such as beans and tomatoes, in the garden or help the childminder to prepare food. Meal times are social occasions because the children sit together. The childminder has appropriate storage facilities for food supplied by parents.

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

The provision is good.

Children are cared for in a homely, child-centred, environment where they have space to play freely and are able to move around independently. They keep safe because the childminder has identified and minimised risks, both indoors and when taking the children out. For example, she ensures the premises are secure and uses reigns when she takes toddlers for a walk. Children learn the importance of keeping safe because the childminder gives high priority to helping them understand about safety. She talks to them about stranger danger and they learn about road safety when they go for a walk.

Children independently select their own toys from the broad range of good quality, stimulating toys and play materials, which meet safety standards. They remain free from harm because the childminder checks the equipment regularly to ensure it is safe and clean. Children play with toys, which are appropriate for their age and stage of development, as she closely supervises their choice of equipment.

The childminder consistently applies her policies and procedures in order to safeguard and promote the welfare of the children. For example, she has very well planned fire evacuation procedures and has obtained all the required written consents from parents. She has a good awareness of her professional duty to protect children and understands the child protection procedures.

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

The provision is good.

Children settle well and are confident in their relationship with the childminder who is very friendly and offers consistent warm support and encouragement. This helps them to feel secure and relaxed. They become increasingly independent when they choose from the wide selection of challenging toys and equipment. The childminder rotates these regularly in order to increase the variety and meet individual developmental needs. Children enjoy the planned activities, which the childminder bases around themes such as transport or the seaside. These new experiences stimulate the children and encourage them to play and learn. For example, they play enthusiastically with the train set following a visit to the railway station. Their learning extends as they create a collage about transport or look at books around this theme.

Children learn about different textures as they explore natural materials such as sand and water. They develop their creativity when they experience different forms of painting. For instance, they become engrossed as they do a marble painting or make pictures using the wheels and tracks of toy cars. They develop their communication skills when they take part in informal, spontaneous conversations and they enjoy singing nursery rhymes and playing the musical instruments. Children relate well to one another and learn to socialise with other children and adults through regular attendance at local groups.

Children under three years benefit from the childminder's knowledge and understanding of the needs of very young children and from the activities which she plans in order to support and encourage their learning and development. They develop their communication skills because the childminder responds to their gestures and talks to them as they play. They enjoy a variety of experiences including painting and playing with musical instruments. The childminder has a good understanding of the Birth to three matters material and uses it to record children's development. She is keen to extend her knowledge of play for babies and very young children in order to discover new ideas and increase the range of experiences she provides for this age group.

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

The provision is good.

Children have a good relationship with the childminder who knows them well and responds to their individual and specific needs in a sensitive manner. This helps them to feel valued and respected as individuals. They learn to develop a positive attitude towards others because the childminder encourages them to show care and concern.

For instance, they learn that they must take turns and be kind and helpful to one another. They develop their self esteem and a sense of responsibility when they help a younger child with tasks such as steering a wheeled toy. They behave well because they understand the ground rules for behaviour. For instance, they know that they must share their toys. They respond well to the childminder's praise and encouragement.

Children have opportunities to increase their awareness and understanding of the wider world through resources, such as rain sticks from Mexico, and small world equipment. They learn about differences as they prepare food from other countries and celebrate festivals which include Chinese New Year. They learn about their local community when they go for a walk or visit the recreation ground or the library.

The childminder develops good relationships with parents and works very closely with them in order to follow children's home routines. She completes a daily diary for younger children and always has a daily exchange of information with parents so that they can work together to get the best outcome for the child. She makes the activity plans available for parents to view. This enables them to be involved in the children's learning. She gives them information about her policies and procedures so that they understand how she manages her business.

## **Organisation**

The organisation is good.

Children feel secure and comfortable in the welcoming environment which is well organised and encourages them to play freely and become independent. They are familiar with the clear daily routine, which is carefully planned, but flexible, in order to meet their needs. Children of all ages fully participate in activities because of the childminder's skilful organisation and wide knowledge and understanding of young children's development.

Although very experienced, the childminder is committed to on-going training in order to increase her knowledge of the work and enhance the quality of her care. She links with other childminders to share expertise, which also contributes to the quality of children's care. She keeps the required records and has most of the required documentation to support children's health, welfare and enjoyment, although she does not have a log of complaints in place.

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

## **Improvements since the last inspection**

This does not apply as it is the first inspection since registration.

## **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 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):

- further develop knowledge of play for babies and very young children
- provide a log of complaints

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)