



## Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY320926     |
| <b>Inspection date</b>         | 22 June 2006 |
| <b>Inspector</b>               | Jane Plested |

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|---------------------------|--------------|
| <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 seven and four years. They live in the large village of Prestwood, in Buckinghamshire. The whole ground floor of the childminder's home is used for childminding with upstairs available for rests and access to toilet facilities only. There is a fully enclosed garden for outside play. At times the childminder works with an assistant.

The childminder collects children from the local school. She attends a toddler group and takes children to the park and to other local amenities. The family have three

guinea pigs and one rabbit, which minded children have access to. They also have hamsters that live upstairs, minded children do not have access to these pets. There are six children currently on roll.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy a variety of activities that support their good health. They have regular access to the garden where they can use equipment such as tricycles and a small trampoline. They enjoy visiting a soft play centre so they are developing increasing control of their bodies and strengthening their large muscles.

Children stay healthy because learn the importance of good personal hygiene through well-planned daily routines such as, hand washing before snack after toileting or touching pets. The childminder looks after children in an environment within, which high levels of cleanliness are evident. This good practice minimises infection amongst children.

Children rest and sleep according to their needs so they remain healthy. The childminder has a clear sick child policy to ensure she protects all children from infectious or contagious illness.

Children's meals are nutritious and healthy. They are home cooked and very varied, children say they enjoy foods such as, salmon and cuscus or pasta bake. The childminder has a clear understanding of the principals of healthy eating and she talks about inclusion of vegetables within sauces for meals, so children eat them. Snacks offer good nutritional benefit, as children select and enjoy eating oranges and strawberries. Food provided by parents for weaning babies is stored with good food hygiene in mind, to minimise the risk of contamination. Children can continually access drinks ensuring they do not become thirsty.

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

The provision is satisfactory.

The toys and equipment are in good condition and well maintained. They are age and stage appropriate for children. Some are set out to be immediately accessible and children know where to find other resources, consequently they remain occupied. The childminder closely monitors toys that are unsuitable for younger children, to reduce the risk of accident access.

Through the appropriate use of a range of safety equipment, the childminder minimises most risks to children. However, some unsuitable kitchen equipment is accessible to children and there are no safety measures in place to keep them safe from risk on the landing. The outside is safe and secure and the childminder says children are constantly supervised in this area by either herself or her assistant. Outside the home the childminder, uses double buggy and resources such as

harnesses and wrist restraints to keep children safe. She takes steps to heighten older children's awareness of road safety.

Children's well-being is important. The childminder has a good understanding of the systems to protect children's safety. She supervises them closely and there are clearly agreed procedures for the collection of children. Consequently, children's welfare receives the appropriate support.

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

The provision is good.

Children are confident. They chatter freely to the childminder throughout their time in the setting, demonstrating they feel at home and relaxed. They enjoy playing board games with the childminder during which she encourages simple counting and colour recognition. They enjoy looking at age appropriate comics and complete fun activity sheets together such as, a 'spot difference' game. This good practice helps children develop their language and observation skills.

Children are attentive to books and stories read to them by the childminder. She uses these opportunities to encourage conversations about holidays, and they share experiences such as catching crabs and other seaside experiences. The childminder encourages them to count items in pictures such as, eight shells to develop their understanding of mathematics.

The childminder encourages siblings to play along side each other as a result, older children build complex towers with bricks and their baby sibling's are interested in exploring different shaped blocks. The childminder establishes baby's routines through discussion and written detail from parents so they feel secure and receive appropriate care. Cuddling babies when they look at books and playing games such as 'Pat-a-Cake' allows her to develop warm relationships with them.

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

The provision is good.

Children experience a developing range of opportunities to help them learn about the wider world. For example, through spontaneous conversation the childminder encourages them to notice and talk about differing skin tones. She introduces Spanish words from books and explains their meaning to children. Play resources show some images of differences so children learn to value diversity. They have opportunities to learn about their local community through visits to parks and toddler groups.

There are effective systems to establish the individual needs of children so they receive the most appropriate levels of care. They are encouraged to become independent through the provision of equipment such as a step in the bathroom, so they can complete tasks themselves. The childminder has sufficient awareness of caring for children with special needs but has no experience in this area of work yet.

Children behave well and are confident and at home. They respond to the childminder's requests to help to tidy away. The childminder actively encourages them to develop good manners. She consistently sets a good example, by speaking calmly and politely, and uses words like 'please and thank you' appropriately. As a result, children develop good social skills and manners. The childminder offers praise and encouragement thus building their self-esteem for example when they count, name colours or build towers.

Systems for partnership with parents are good. The childminder has a comprehensive and well-presented range of written policies and procedures. Giving parents detailed information about how she will care for children.

### **Organisation**

The organisation is good.

The childminder has a professional approach to her childminding. She organises the environment well, to provide a child-centred setting, with immediate access to a range of toys for children. They receive good adult support to help them achieve, feel confident and secure within the setting. The childminder has started to develop strategies for assessing her professional development. She has already attended training offered by EYDCP since registration on 'valuing diversity' resulting in greater understanding of how to treat children with equal concern.

All records on children are professional and hold extensive detail. The childminder manages all information on children confidentially. Most written parental agreements are in place with exception for one on taking children on outings, so parents have a clear picture of the care their children receive. 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 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:

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| The quality and standards of the care are good. The registered person meets the |
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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):

- make sure resting children have no access to ranch style banisters and that kitchen equipment that may pose a risk to children is inaccessible
- obtain written consent for taking children on outings.

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)