



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY320292
<b>Inspection date</b>	05 July 2006
<b>Inspector</b>	Elly Bik-Kuen Wong

<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 early 2006. She lives with her husband and two children under eight years. They live in a house in Chandlers Ford, Hampshire. There are local amenities within walking distance, such as shops, schools and pre-schools. All areas of the property are available for childminding. There is a fully enclosed garden available for outside play.

The family have no pets. The childminder currently minds three under-fives during the week.

The childminder is able to walk to local schools to take and collect children. She attends local toddler groups with children on a regular basis. The childminder has a qualification in early years - the Diploma in BTEC Nursery Nursing. She is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Young babies and other children have good floor space in the house for practising safe movement and exploration. Children benefit from fresh air and exercise during daily walks to and from the school and pre-school. They also have regular opportunities to explore and play in the garden, and access a good range of outdoor toys and big equipment, such as for climbing, sliding and swinging. Children ride on bikes and trikes, and play garden and ball games. They also enjoy physical play at local parks and toddler groups regularly. Children of different ages are helped to develop their physical balance and co-ordination.

Children are cared for in a comfortable and homely environment. Many areas and surfaces used by children are cleaned or disinfected to prevent germs. Babies who require nappy changing are cared for appropriately and in a hygienic manner. Pre-school children learn to be independent in accessing the toilet upstairs for personal hygiene. The childminder uses antiseptic wipes regularly when children need to clean their hands, for example, after messy play or before food, to reduce germs. Children miss out on some of the daily opportunities for practising the good habit of hand washing. The materials and resources for hand washing and drying are generally not well organised, particularly downstairs. There is an informal sickness policy shared with parents. They are generally aware of their responsibility when their child falls ill, while the childminder ensures that a sick child is comforted and cared for sensitively whilst awaiting their collection by parents. Records of accidents are shared with parents, while there are suitable procedures for administering medicines and obtaining their written consent from parents.

Children are given regular drinks such as diluted squash during the day to prevent dehydration. All children including babies enjoy their social time together while having their early morning snacks such as toast, although snacks are generally of a limited variety. The childminder usually provides cold sandwich lunches with yoghurt and fruit, while parents are generally responsible for providing late afternoon teas. The childminder provides food that appeals to children; she asks them for their choices of food, such as cheese or a sweet filling for their sandwiches. She works closely with parents to meet each child's dietary needs to promote their health and growth. She encourages the parents of babies to provide their own foods and drinks, because she respects their decisions and primary role in their babies' care. Any special requirements regarding diets and health are discussed and recorded to ensure appropriate care and safety.

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

The provision is good.

Young children receive good attention and support as they move around the house. Sleeping babies upstairs are checked regularly by the childminder, who also uses a baby monitor to ensure close monitoring. Suitable equipment such as buggies, travel cots, walking reins, child's car seats, and a high chair are provided for young children. Young children can access books and toys easily, while the childminder monitors and supports them in their choice of resources to ensure safety. The house and garden are secure with suitable locks on doors, windows and outdoor gates. There are safety devices such as socket covers, a stair gate, kitchen cupboard locks and a few smoke alarms to enhance safety. Potential hazards on the premises have been identified and reduced, though the risk assessments require regular updating in line with the development of babies as they become more mobile.

The childminder shows awareness about fire safety and keeps her keys in an accessible location in case of fire emergencies. She has drawn up an emergency fire plan, and is also enlisting the help of the local fire prevention officer to offer further advice and instil fire safety awareness into children. The childminder shows sound knowledge of the signs and symptoms that may cause concerns, and procedures for obtaining advice or referring concerns in order to protect children.

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

The provision is good.

Children enjoy their time at the childminder's. Pre-school children are happy and confident; they are motivated and involved during play and learning. Children can access a good range of books and toys for satisfying free play, for example, small worlds like cars and trains; home corner toys including dolls and prams; dressing-ups; construction toys; games; and plenty of art and craft. Pre-school children also have access to the computer for self-learning with children's programmes; they also like to relax together by watching children's television. The childminder plans and organises local outings such as to local toddler groups and parks; these provide children with extra play and learning opportunities, as well as developing their social skills and confidence through mixing with other children and adults.

The childminder interacts well with children, and gives appropriate support for their play. Pre-school children develop their communication skills and thinking as they are encouraged to recount their first hand experiences, such as about their family or pre-school. They have fun while creating shapes and patterns by using sticks with different colours, which they identify and count confidently. The childminder asks them questions about what they are making, so children develop their creative thinking, and talk imaginatively about the house or tent that they have made, as well as shapes like triangle, square and diamond. Babies receive good physical contact from the childminder, who makes them feel secure and safe. The childminder is perceptive about their needs; she understands them through their facial expressions, body gestures and babbling. She talks to them and gives them hugs and cuddles for

reassurance. The childminder can use the Birth to three matters framework to improve the planning and organisation of purposeful activities for the under-threes' play and development.

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

The provision is good.

Children's needs are met well due to good relationships and liaison with parents, for example, in relation to their daily diets, rest, and any health or special requirements. The childminder keeps a simple daily diary about the youngest babies' care. She communicates well verbally at handover time and during longer discussions when necessary. The childminder also shows a sound understanding of the required procedure for handling complaints should they be received from parents.

Young children's ideas and preferences are respected; the childminder always asks them about their choice of food, drinks, play resources and activities. This helps children to become confident and develop their self-esteem. All children are treated as individuals, and with equal concern. The childminder has a positive attitude towards caring for children with different abilities, needs and family requirements. When children show their curiosity about why one of their friends at pre-school does not join in the Christmas celebrations, she explains that there are different ways of worship, and children develop a balanced attitude towards accepting differences. There are some toys and books with diversity themes to extend children's positive understanding of differences in gender, culture, and ability.

The childminder praises and encourages children to promote good behaviour. She always asks parents from the beginning what their own behaviour strategies are, and then tries to apply similar methods if appropriate, such as giving time out 'on the bottom step'. Any behaviour issues are discussed so that they can be resolved through their joint effort using common strategies if possible. Children relate well to the childminder because she is friendly and patient with them. Children have good relationships with each other, and play together in a social and co-operative manner. All these lead to a happy and relaxed atmosphere generally, which is conducive to children's enjoyment and learning.

### **Organisation**

The organisation is satisfactory.

Children are settled and their welfare promoted by the childminder, who has had much experience of working with young children. She is suitably trained in early years and childminding, and is in the process of acquiring a current first aid qualification. The childminder is familiar with some of the local children and families, having worked at the local pre-school for a few terms. She uses her time and resources appropriately in meeting children's needs, though the hygiene routines and resources for hand washing are not always well organised. All required paper work is in place, and is stored securely and preserving confidentiality. The childminder is newly registered; she does not have all relevant reference publications about

childminding, such as the Birth to three matters framework for working with children under three years. The childminder shows a positive attitude towards reflecting on and improving her practices continually to enhance children's care, play and development. 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 childminder 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):

- improve the organisation of hygiene resources and routines to help children practise hand washing more consistently, and to develop their independence in personal hygiene
- use the Birth to three matters framework to help plan and organise purposeful activities for the under-threes to enhance their care, play and development.

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)