



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY200412
<b>Inspection date</b>	20 July 2006
<b>Inspector</b>	Beryl Witheridge
<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 satisfactory. 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 2002. She lives with her husband and three children aged six, nine and 12 years in West Dartford, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding seven children all of whom are part time. The childminder walks to local schools to take and collect children. The childminder attends and runs the local parent/toddler group.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children have experiences which help to promote their knowledge and understanding of good health issues. They benefit from hygiene practices where they learn about good health routines, such as hand washing. The childminder assists the younger children with their routines using anti-bacterial soap and wet wipes. Children wash their hands after playing in the garden and before meals. However, children share the family towel which could lead to cross infection. The childminder washes her hands regularly and antibacterial spray is used for cleaning surfaces. Young children benefit from effective hygiene routines, such as the use of disposable gloves for changing nappies and anti-bacterial spray for cleaning potties. The childminder uses a contact book to record nappy changes. Children's good health is promoted through the effective records which log accidents and any medication given. Children are protected from the spread of infection because children who are ill are requested not to attend. They benefit from appropriate procedures if they are taken ill because the childminder contacts the parents and provides appropriate care until they arrive. There is written permission for seeking medical advice and treatment.

Children enjoy lots of physical activity to help promote their physical development and know when they need to sleep or rest because they are able to stick to their own individual routine. Older children have the opportunity to play in the park on the way home from school.

The children are provided with fresh drinking water or squash throughout the day. They benefit from clear agreements with parents regarding food, which ensures their dietary and/or religious requirements are respected. Children talk about their favourite foods; they are looking at the flash cards and when they see a picture of an orange and apple they say 'that's my favourite' and again when they see a picture of an egg.

Children are encouraged to make healthy choices regarding the food they eat, the younger children have a snack at lunch time which the parents provide and the older children have a freshly cooked meal prepared by the childminder. The older children are able to celebrate and have a birthday tea, including the cake, and are able to invite friends and family to join them.

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

The provision is satisfactory.

Children benefit from accessing learning and play opportunities within safe boundaries because the childminder does a daily risk assessment and visual check of the property before the children arrive. Children have plenty of space with the use of the downstairs of the home which means they have room to move around and extend their play and use their imaginations. Children find the setting welcoming because everything is in place to promote their enjoyment and safe development, their toys are freely accessible and they are able to make decisions about their activities.

Children play with toys which are checked regularly for hygiene and safety, broken equipment is thrown away.

The furniture and equipment used helps to promote an accessible and stimulating environment. Toys are cleaned every couple of weeks or as and when needed, all conform to safety standards.

Children are developing a good awareness of how to help keep themselves and others safe because of the positive steps taken by the childminder. The children understand that they have to respect the house and the equipment. The childminder is considering working with the older children to produce some written house rules which they feel are appropriate. She explains why certain things are necessary, such as sharing and being kind. Even young children demonstrate an awareness of how to help keep themselves safe; when sitting at the table to eat lunch they know that they have to sit down at the table to eat as they are not allowed to walk around with their food in case they choke, this is re-enforced by positive language from the childminder. Children's welfare and safety is promoted through effective procedures including the emergency evacuation, which the childminder has talked to the children about, but she has not practised it with them. When out of the house children are protected by safety routines; younger children are in the double buggy or wrist straps are used. During the journey home from school the older children are given boundaries and always have to stay within view of the childminder. If they are travelling further a field, written permission would be obtained for the trip from the parents. Children's safety is promoted because appropriate equipment, such as fire blanket and smoke alarms help reduce risk of serious accidents. There is a password system for collection of the children if an adult other than the parents is picking them up. Hazardous equipment, materials, alcohol and substances are kept securely locked away from the children.

Children's welfare is promoted because it is important to the childminder. She has written information regarding child protection procedures which keep her knowledge up to date. There is a written policy which is shared with the parents which complies with local safeguarding children board (LSCB) procedures. The childminder ensures that she knows how to put procedures in place; by recording existing injuries and concerns, making referrals, she has the relevant contact numbers and understands the procedure to be followed in event of allegations against herself or her family.

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

The provision is good.

Children's individual needs and welfare are promoted because the childminder knows them well and understands that they are individuals. They enjoy and achieve during their time with the childminder; they are making cakes and while the cakes are cooking the children play a game with flash cards which they enjoy. They join in with enthusiasm, they take turns and the childminder praises and encourages them at all times. They also have free access to dolls, phones, doll's house, puzzles and books. Children's emotional, physical social and intellectual capabilities are promoted as they enjoy a range of freely accessible toys and resources which they confidently choose from. Toys are rotated to give them different options. There is some minimal planning but this is flexible and allows for what the children would prefer to do. Toys, resources and experiences cover all areas of development. Children enjoy social opportunities, as they attend the parent and toddler group which the childminder runs two mornings a week.

Children show a high level of wellbeing and involvement as they play together well and share the toys, they love being with the childminder and are very confident and settled with her. Their wellbeing is promoted because the childminder provides opportunities for them to play and enjoy themselves taking into account their individual needs. Children's learning is extended through opportunities which promote their fine motor skills, such as making cakes and decorating their gingerbread men.

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

The provision is satisfactory.

All children are welcomed and treated according to individual needs, regardless of gender, race, culture and religion. The childminder talks to parents about the individual needs and requirements of each child before they start. She has a very positive attitude towards understanding and meeting the needs of all children. Children learn about themselves and the wider world from a range of resources promoting positive images of diversity, wheelchairs and dolls with disabilities, multi cultured dolls and books but they have not looked at different cultures, countries or festivals.

Children with special needs are welcomed wherever possible and the relevant action is taken for the appropriate care. The childminder works with parents and outside agencies to provide the necessary care required.

Children understand the expected behavioural boundaries set by the childminder. The strategies used include time out, talking to the children about what they have done, good behaviour is re-enforced with the children at all times through praise and encouragement. If necessary the childminder would keep a written record of any concerns and would discuss these with the parents. Strategies are agreed with the parents so that they are consistent and the child receives continuity. Children are not involved in decision making but the childminder thinks this is a good idea and will introduce the children to helping set the rules. The childminder is a good role model and manages children's behaviour in a way that promotes their welfare and development.

Children benefit from consistency of care because the childminder is in constant contact with the parents, especially the younger ones, throughout the day if they require it. A contact book is used when caring for babies but not for the older children. The childminder speaks to parents on a daily basis regarding their child and the events they have been involved in. All parents receive a copy of the written policies and procedures and any updates if they are made. The record of complaints is available to be shared with parents. Children's welfare is promoted by effective child information records; these are updated as and when needed and contain all the information to provide a complete historic record of each child.

### **Organisation**

The organisation is satisfactory.

The childminder is suitably qualified to care for the children. She has undertaken the necessary training and has completed a first aid course. All adults in the house have a criminal records

bureau check. The childminder risk assesses and supervises children at all times. Children's safety, welfare care and learning are promoted very well by the effective policies and procedures which are shared with parents.

Children benefit from plenty of space to move around and freely access the toys and resources on offer, all of which are developmentally appropriate and meet the needs of the children attending. The record of attendance is up to date and shows clear arrival and departure times. It also records when and why a child is not present.

All visitors sign into the visitor's book. The childminder has a regular visitor who is a neighbour and parents have been informed of this, she is also the emergency backup for the childminder.

All the required documentation is readily available for inspection. The childminder has a clear understanding of the records and procedures required to provide a safe, secure and enjoyable environment for the children and to provide parents and carers with quality information about the care provided. All information is confidentially kept and is safely stored. The registration certificate is clearly displayed in the hallway.

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 requested to provide a written statement regarding the collection of children and to increase the range of activities and resources that promote equality of opportunity and anti-discriminatory practice. There is now a written policy in place which is shared with the parents regarding the collection of their children. The toys and resources now provide children with positive images and promote equality of opportunity.

### **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 complaint 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 satisfactory. 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):

- review procedures for hand washing to protect children from cross infection
- practise the evacuation procedures with the children so that they know how to protect themselves in an emergency
- provide children with opportunities to learn about other people and the wider world

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)