



Inspection report for early years provision

<b>Unique Reference Number</b>	161147
<b>Inspection date</b>	25 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 2001. She lives with her partner and their two children under eight years. They live in a three bedroomed home in Bishopstoke, which is on the outskirts of Eastleigh, Hampshire. There are local amenities within walking distance, such as shops, parks, the school and pre-school. The whole property is available for childminding, though the main play area used is the lounge/diner downstairs. There are sleeping and bathroom facilities upstairs, and a fully enclosed garden which can be accessed through the dining area.

The family have a few cats. The childminder currently minds three under-fives and two school-age children during the week. She attends the local toddler group with children regularly. The childminder is a member of the National Childminding Association.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a warm, clean and comfortable home because the childminder prides herself on high standards of cleanliness and hygiene. Areas and surfaces such as floors, tables and the bathroom/toilet are cleaned or disinfected daily or very regularly. Toys are kept clean and hygienic through regular washing, and children are encouraged to help with this, so they can have fun while also learning to care for the resources. Children have consistent daily opportunities to learn about good personal hygiene. Toddlers are taken to the upstairs bathroom/toilet and supported with a step stool to practise accessing the taps and soap for hand washing; they also know the routine of drying their hands with disposable tissues. The procedures for nappy changing and disposal promote good hygiene; toddlers are provided with individual mats for nappy changing, which are then wiped cleaned after disinfecting. The childminder has shared with parents a sickness policy in order to prevent the spread of infection; both parties know their responsibilities when a child is unwell.

Children including one-year-olds can access readily drinks such as water throughout the day to prevent dehydration. The childminder puts children's individually labelled drink cups/bottles always at the same low-level location, so they can help themselves when they are thirsty. The childminder is pro-active in encouraging children's good health and diets by providing a wide range of healthy and balanced snacks in the morning and afternoon. Children enjoy nutritious snacks including bread sticks and fruits such as apple, orange, kiwi, grape, strawberry and raisins. Children develop health awareness when they discuss and learn that such snacks are good for them and make them strong. She also reminds them about the negative effects of sweets on their teeth, and the need for good oral hygiene. The childminder liaises with parents over their children's lunches, which are all currently provided by parents in lunch boxes. She supports parents in meeting any special dietary or health requirements, which are all recorded to ensure children's well being. The childminder keeps a record of all medicines administered, and parents' prior consent for them, though the procedure can be made more rigorous with appropriate recording to enhance children's health and safety.

Children practise safe movement and exploration both in the house and garden. They enjoy ride-on toys, ball games, seesaws, and equipment for climbing and sliding. They have routine opportunities to develop their physical fitness and co-ordination through regular outdoor games and walking exercise to the school and park, weather permitting. The childminder also takes children to swimming, picnics and other outings, which all help to improve their physical skills, balance and co-ordination.

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

The provision is good.

Toddlers and other children have safe and easy access to toys and books which are stored at low levels in the house. The childminder also provides a good range of child-centred equipment, such as high chairs, junior-sized tables/chairs, children's car seats, and a baby monitor for checking sleeping children's safety. Risks have been assessed and reduced for children, such

as through glass safety film, smoke alarms, and barrier gates for the stairs, kitchen and the garden.

The childminder is vigilant and gives children good levels of attention and support to ensure their safety. She accompanies young children in the garden, while supervising them within her sight or hearing indoors. During outings, children are closely monitored by her, and they wear individual wrist bands with emergency contact numbers that can be used in emergencies. She ensures that visitors to the house are monitored through the use of a visitors' book. The front door and garden gate are locked for security, though the respective keys are easily accessible for any fire emergencies. Children develop road safety awareness, and know to hold hands, watch the traffic, and not run across the road. They learn about fire safety and evacuation through regular fire drills, which are recorded and carried out according to the childminder's emergency fire plan. The childminder is qualified in first aid, and able to assist children who may be affected by accidents and emergencies. She has completed advanced child protection training, and has a sound understanding of the signs and symptoms that may cause concerns, though she is less secure in her knowledge of the procedure for obtaining advice or referring child protection concerns.

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

The provision is good.

Young children feel happy and secure in the friendly and stimulating environment. They benefit from a balance of interesting play on the premises and outings to the local toddler group, parks and the neighbourhood. This ensures a good range of play and learning opportunities, while allowing children to develop good social skills by mixing with other children and adults. The childminder makes simple daily plans for children by listing the main play activities and snacks. She provides interesting age-appropriate toys and books for children to learn through play, such as small worlds like cars and garage, dolls and prams, play kitchen, dressing-up clothes, construction, and children's computer games and videos. There are also various resources and colourful displays for helping young children to learn about numbers and the alphabet, and to talk routinely about the weather and the relevant day/month/year.

The childminder talks to and interacts well with children. She uses planned and spontaneous opportunities to help children develop and learn. She encourages a toddler to count, for example, the number of steps when they go upstairs, or the animals in the book which they share. He develops his communication skills when the childminder extends his language by asking "what's this?" and then saying the names of the animals as well as role modelling their noises, for example, 'moo' for a cow. She labels children's cups with their individual names, and encourages children to recognise the shape of the letters in them. A toddler enjoys listening to music from a tape, while being encouraged to dance and make music himself by shaking some child-sized instruments to time. He learns to develop hand-eye co-ordination through threading pasta tubes with a nylon string. He is not initially interested in and capable of doing it all by himself, possibly because the choice of thread is not the most appropriate for his age. However, through the childminder's continued support and encouragement, he rises to the challenge and succeeds in making the pasta necklace in the end, which increases his self-confidence and gives him great excitement.

The childminder is enthusiastic in helping children explore and learn about nature and the environment. Children sometimes explore the railway arches and tracks; they collect leaves and are helped by the childminder to identify their names. She organises interesting walks and outings for children, for example, to collect stones from a beach and then paint them. They also collect shells and then use them to decorate flower pots. Children take part in a range of creative activities including play dough, drawing, painting and collages. Toddlers get lots of support and fun during such activities, though there can be room for encouraging more of children's own ideas and creativity. The childminder is beginning to use the Birth to three matters framework to help her plan meaningful activities for the under-threes. She has expressed an interest in becoming more familiar with the framework, and the different ways of stimulating babies' and toddlers' exploratory play, such as through the use of a treasure basket and the heuristic ways of investigative learning.

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

The provision is good.

Young children settle well into the daily routines, which are discussed with parents to meet individual preference. The childminder and parents work well together to meet children's needs and any health, dietary or special requirements. Parents are well informed about her childcare practices through verbal communication and some written policies, for example, on behaviour, health and safety, equal opportunity and complaints. The childminder is familiar with each child's likes and dislikes, and respects their choice of food and play resources. She is perceptive about their needs, for example, when a particular child needs a cuddle or hug for reassurance. There are outstanding practices in supporting all children and families, for example, when one parent had a new baby and needed general assistance and childcare outside the prescribed hours. Parents find the childminder very helpful and flexible in offering to drop off and pick up children at their own home or a specified location. She has also taken children who fell ill in her care to see their doctor, because the parent concerned was unable to do so promptly due to work commitment. The childminder values and treats all children with equal concern. She shows a positive attitude towards including children with different needs and abilities. There are some interesting books and toys such as dolls, puzzles and dressing-up clothes, which portray positive images of different genders, cultures, beliefs and abilities.

Children are happy and relaxed; they relate well to the childminder and enjoy their time at her house. They respond well to her constant praise and encouragement, and increase in their confidence and self-esteem. Children are given clear house rules and expectations about good behaviour, which are discussed with parents. Children learn right from wrong, such as how to play socially together and not hit or hurt others. Any unwanted behaviour is dealt with in a manner suited to children's maturity, for example, through explanations and suitable time out 'on the step' when appropriate.

### **Organisation**

The organisation is good.

Children are happy and well cared for in the homely and caring environment, where their welfare is promoted well with good health and safety procedures. She uses her time, space and resources

effectively for meeting their needs through suitable daily routines. The childminder is suitably trained in childminding and first aid, and pays attention to making simple plans for children's daily activities both on the premises and during local outings. This impacts on children having good opportunities for play and development. The childminder wishes to further improve her play provision, particularly for the youngest children by making better use of the Birth to three matters framework. All required paper work is in place, and is well organised, easily accessible, stored securely and thus preserving confidentiality. Some adjustments in certain written agreements are required, such as for medicines. 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 asked to obtain written permission from parents for administering emergency first aid. She has since done that satisfactorily, and in order to further protect children, she would now obtain further agreement from parents to seek emergency medical advice or treatment should it be necessary.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since 1 April 2004.

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 procedure for obtaining prior written consent for medicines to further enhance children's health and safety.

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)