



Inspection report for early years provision

Unique Reference Number	121039
Inspection date	03 July 2006
Inspector	Ann Moss
Type of inspection	Childcare
Type of care	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.

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 husband and two children aged four and nine years in Cranleigh, Surrey. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. The childminder walks to local schools to take and collect children. She attends the local parent and toddler groups and takes children to the local park

The childminder is registered to care for four children at any one time and is currently caring for six children all of whom attend on a part-time basis. The childminder has two pet cats.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a varied range of physical activities which contribute to their good health. They have daily access to fresh air as they often walk to school and groups. Opportunities for garden play ensure children develop new skills and build on existing skills. They run, stop and start with control, they balance on one leg as they negotiate steps, and use their arms and shoulders to manoeuvre wheeled toys around obstacles and practise their climbing skills. This means children develop a positive attitude to being active. Children use small equipment to develop hand eye co-ordination, such as crayons.

Risk of cross infection and exposure to illness is minimised. For example, children regularly wash their hands before and after meals and children who are unwell do not attend. The childminder is aware of all the communicable diseases and keeps parents well informed about changes, such as information on measles. The childminder has appropriate training in first aid; consequently, children have access to appropriate treatment. The sharing of accidents records with parents enables them to watch for any further symptoms, however, the childminder does not records existing or minor accidents.

Meals and snack-times are sociable, children sit at the table. Children are provided with a range of healthy snacks for instance, fresh fruit and vegetables such as grapes and carrot helping them to develop healthy eating from very young. Whilst parents provide packed lunches for children, the childminder demonstrates through discussion, a good awareness of healthy eating practice. Children maintain hydration because the childminder monitors their fluid intake, especially during hot weather and after physical exercise, and ensure their drinks are easily accessible. Children recognise their own beakers.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's risk of accidental injury is minimised by the childminder's vigilance and careful risk assessment of the home and when out. The childminder provides a welcoming, safe and well-maintained environment. Children use a good range of age appropriate and safe toys and equipment, which they can easily access to independently select their activities. Children learn how to use equipment safely, such as the swing in the garden. They learn to protect themselves in hot weather because the childminder explains why they need to have frequent dinks, wear sunhats and apply sun cream. There is good fire safety equipment in place, such as smoke detector and a fire blanket. The practising of the evacuation plan ensures children know what to do in an emergency. Children visit the local fire station and this further develops their understanding of keeping themselves safe.

The childminder has a good understanding of child protection issues. She is aware of possible signs and symptoms of abuse and the procedures to follow is she has a concern. She updates her knowledge through training and informs parents of her role. Children benefit from the childminders knowledge; they are protected from abuse and their welfare is promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well because the childminder builds a warm and trusting relationship helping them to feel safe and secure. This supports children's emotional well-being

Children enjoy playing with a good range of activities, which they find interesting. They develop good levels of independence because the childminder organises toys and resources effectively to allow them to self initiate their own play and learning. Children use their imagination creatively to role-play life skills. For example, they take the dolly for a walk in a buggy. They show good hand eye co-ordination and concentration as they carefully pour water from a teapot into a teacup, with few spills. Children use crayons to develop manipulative skills and recognise colours, such as red, blue and yellow. Children's language for communication is well supported through the childminder's ongoing discussions. The childminder's uses of books introduces new ideas and words, such as 'keel' and 'mast' Children show care and concern for others by inviting their peers and the childminder to join in their play. Children develop good social skills because the childminder takes them out regularly to groups and to meet with their peers. Children enthusiastically anticipate activities they are involved in, for instance putting on their shoes ready for the school pick up.

Children benefit from a balance of self initiated and adult supported activities. The childminder is sensitive to the moods of the children and they have opportunities for quiet restful activities.

Helping children make a positive contribution

The provision is good.

Children feel good about themselves because the childminder values children and adults for their individuality and ensure a sense of belonging that promotes self esteem, for instance, children greet each other by name on arrival. Children play with a wide range of activities. They use some resources which reflect positive images of cultural diversity, and children improve their understanding through conversation with the childminder. However, toys and resources do not reflect disability, as a result children's understanding is not fully developed. Children learn about their community as they visit the school, local groups, shops and the village.

Children behave well because they have clear boundaries. They learn important social skills, such as sharing and being kind. The childminder's good explanation and suitable strategies that are pertinent to the children's age and stages of development, help children learn right from wrong and teach self-discipline. Children show concern for their peers and know to play quietly while others are sleeping.

Children benefit from the good relationships the childminder establishes with parents. Their care needs are successfully met through the completion of contracts and child detail forms. The childminder shares information daily during a relaxed hand over, such as how they have spent their time. Parents are aware of policies and procedures through a parent information pack, although some procedures are not consistently applied.

Organisation

The organisation is good.

Children benefit from the well organised routine provided by the childminder. She plans her day to offer a variety of opportunities and reflect the daily needs of the children in her care. She attends a range of training courses and workshops to keep up-to-date with current childcare practice. She organises her home and resources effectively to offer children a warm a welcoming environment, in which they are settled and confident.

All required regulatory documentation which contributes to the children's health, safety and well being is in place, although some lack essential details. Records are kept secure and confidentiality is maintained.

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 agreed to organise her resources so that they are readily accessible to support children's play and learning. Toys and resources are now stored low down in easily accessible boxes throughout the day. This helps children to make choices and decision about their play and promote independence.

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, which parents 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):

- ensure existing and minor accidents are recorded and shared with parents
- ensure children have access to resources and activities, which positively promotes their awareness of disability

- ensure policies and procedures consistently reflect practice

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