



Inspection report for early years provision

Unique Reference Number	121381
Inspection date	24 July 2006
Inspector	Louise, Caroline Bonney
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 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 1992. She lives with her husband and adult son in Badshot Lea, near Farnham, Hampshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder currently cares for five children under eight, and one over eight, and is registered to care for a maximum of six children under eight at any one time. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group and local childminder drop-in group.

The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Young children follow routines which improve their understanding of hygiene. For instance, with a little prompting they wash their hands before eating and after the toilet, and know to drink out of their own cups. Children eat together up at the table and parents provide all meals, which the childminder is careful to reheat thoroughly to prevent contamination. Children have drinks nearby at all times, and the childminder reminds them to drink often. This helps them develop awareness of the importance to keep well hydrated, and to enjoy sociable mealtimes.

The childminder protects the children's health through daily routines and procedures in place. For instance, young children lie on a washable mat for nappy changes, and soiled nappies are immediately put in the bin. Parents are aware not to bring sick children to the provision. This helps to prevent the spread of infection. Children have their medical needs met through the childminder having first aid training. However, she does not seek consent from the parents for requesting emergency treatment or advice to further support any possible needs. Although no medication has been given to the children since the last inspection, there is no suitable record form available to ensure appropriate signatures are sought in the future.

Children benefit from a good range of physical activities that include the use of the garden where they use toys such as sit and rides, bats and balls. Each week they go to toddler groups, and visit the local park to play on a wider range of equipment. The childminder does not have a car, and children walk to school every day. This contributes to their health.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a secure environment. They are aware of the rules that keep them safe, such as not running indoors and not going into the kitchen or upstairs without the childminder. Children have appropriate challenges, and develop awareness of how to be safe as they play. For instance, they learn to use scissors during craft activities, balance on scooters in the garden, or use challenging equipment at the park such as the swings and seesaw. This helps them recognise risk and learn how to minimise it. The childminder assesses and removes most risks at home, although some go unrecognised such as the foxgloves in the garden.

Children play with toys and materials that are safe and suitable for their ages and stages of development. The childminder has fire safety equipment such as smoke detectors and a fire blanket, but has no evacuation plan in case of fire. This means older children do not develop awareness of how to be safe during a fire through discussing and practising the evacuation plan.

The childminder protects children from abuse through her understanding of the Local Safeguarding Children Board procedures. Parents are aware that she attends up-dating training in child protection, and she immediately discusses any injuries the children arrive with. This helps parents to be aware of her commitment to protecting the children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well and develop friendly relationships with the childminder. They socialise with other children and develop friendships as they meet up with other childminders and go on picnics or to toddler groups together. At home, children make some choices about their activities. The childminder sets out a selection of resources which she rotates to maintain the children's interest. Children who regularly attend know what else is available, and confidently ask for any additional toys they wish to play with which the childminder then fetches from the storage cupboard. Children have a suitable range of resources and activities to promote their development.

Children vary in how much they actively engage in the activities available. For instance, some two year olds concentrate well as they squeeze glitter pens to create pictures. Others watch and are happier once additional resources are set out, and they delve into a box containing cars and other toys. Children play well together as they push trains round a track, which the childminder helps them to build. More confident children develop language well as they initiate conversations with the childminder and respond to her questions about their activities. Children develop confidence as the childminder praises them, such as when they build the train track, or help to tidy up at lunch time.

The childminder is aware of guidance such as the 'Birth to three matters' framework, although she is not yet using this to develop her provision for younger children.

Helping children make a positive contribution

The provision is satisfactory.

Children look forward to seeing the childminder's family and to meeting up with other friends they have made through the provision. They have their hair cut by the childminder's hairdresser. They are familiar with the routines, such as tidying up toys and washing hands before lunch. The childminder is aware of their individual needs, such as sleep times, and allows for these when planning the day's activities. This helps children develop a sense of belonging and to feel at home in the provision.

Children access a suitable range of toys that reflect social diversity and provide them with equal opportunities during their play. Children behave well, and respond to the praise they receive as they carry out tasks, such as when they help to tidy up. They learn to take care of the toys, and share well together with a little support from the childminder.

Children benefit from the friendly relationships the childminder establishes with parents. Parents learn about the provision during introductory meetings and through the sharing of documentation. Most parents complete written contracts and complete some of the necessary consent forms, such as for outings. They exchange information daily at handover about children's developing needs. This supports the safety and welfare of the children, and enables the childminder to meet their individual needs. However, the childminder has not developed a complaints procedure to share with parents. This is in breach of regulations.

Organisation

The organisation is satisfactory.

The childminder has most documentation and procedures in place, which she shares with parents. Children have suitable space for their activities indoors and outside, although their independent access to resources is limited due to the storage arrangements. They benefit from the childminder's organisation of their time at the provision. This provides a balance of activities including quiet and physical play, trips out and meeting friends, and maintenance of their routines around sleeps and meals. They receive support during their activities through the childminder's careful maintenance of correct ratios. This supports the children's learning and welfare.

The childminder attends up-dating training and maintains links with other childminders. This helps her evaluate her provision. She keeps parents up-to-date with their children's progress through a daily diary for babies, and discussion during handover for older children. This helps to provide continuity in the children's care and learning. The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

At the last Children Act inspection the provider was recommended to develop procedures to improve the provision of care.

Most parents complete written contracts, and attend introductory meetings to discuss their requirements and the children's home routines. The childminder keeps a daily diary for babies that she shares with parents. Parents and the childminder exchange information at handover on a daily basis. As a result, children's individual needs are identified and met by the childminder, and they benefit from having continuity of care.

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 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 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):

- develop a complaints procedure and share this with parents
- develop an emergency evacuation procedure, and assess the risk to children in relation to poisonous plants in the garden and take action to minimise these
- seek consent from parents for requesting emergency medical advice and/or treatment
- use guidance such as the 'Birth to three matters' framework to develop 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