



Inspection report for early years provision

Unique Reference Number	123738
Inspection date	21 September 2006
Inspector	Kerry Freshwater
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 1999. She lives with her two children aged seven and eight years and is expecting a baby imminently. They live in Bishops Stortford, Hertfordshire. The whole 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 five children under eight years. Children attend on both full and part time arrangements. The childminder also cares for children over eight years. The childminder walks to local schools to take and collect children. The family has two pet rabbits.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities which contribute to their good health. They play in the garden and visit local open spaces regularly to benefit from the fresh air. Children experience a variety of physical activities using both large and small equipment. For example, they have fun on the apparatus at the local park. In the garden they ride tricycles, bikes and scooters, play on the swings, slides and in the sandpit. Indoors they enjoy completing puzzles, cutting with scissors and building with bricks.

Children learn the importance of good hygiene and personal care. They are cared for in a welcoming, clean home where they understand the importance of regular cleaning routines to keep them safe and healthy. Children have a clear understanding of why they must wash their hands before food or after using the toilet and learn about germs. They learn about keeping their bodies healthy through discussion with the childminder. The childminder has the required documentation in place to ensure that appropriate care is given. However, parental consents for medication do not always stipulate full details about the medication to be administered and therefore children may potentially be given incorrect medication or dosage.

Children are beginning to understand the benefits of a healthy diet. They know which type of food is good to eat and will help them grow up big and strong. They eat plenty of fresh fruit and vegetables and know that they cannot have their dessert unless they eat their dinner. The childminder takes account of the wishes of parents. She works with them closely to provide nutritious meals that appeal to the children as well as meeting their dietary needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is a high priority and they are cared for in a home where risks are identified and minimised. They move around safely, freely and independently and adhere to house rules to keep them safe. Children know not to climb furniture so they do not fall and hurt themselves, they know that they must not go into the kitchen when the childminder is cooking and not to answer the door unless the childminder is with them. The childminder helps children understand how to keep themselves free from harm inside and outside of the home through discussion and leading by example. Children learn to stop and listen as they practise crossing the road safely and follow simple boundaries when out. For example, they play the 'stop, go' game learning that they must stop where they are if the childminder shouts 'stop'. Fire fighting equipment is in place, fire evacuation has been considered and practised.

There is a wide range of safe developmentally appropriate resources placed around the room at child height for easy access and many more resources which are stored in the organised and labelled storage area. This enables the children to independently select some play and activities safely. The childminder has the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. For example, she has a good understanding of Child Protection issues and has attended training in this area. All the relevant information to hand.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a broad variety of exciting play and activities which are child-led or planned and organised by the childminder. They receive adult guidance to give them extra support if needed but their independence is promoted as much as possible. The childminder sets them challenges along with a range of stimulating play to aid their development. Children learn to form letters and write their own names.

They benefit from a range of activities which help develop their knowledge and skills. For example, children begin to know different colours when they choose construction bricks, they play fun games with the childminder where they have to find items in their surroundings of different colours or beginning with different letters. They count as they sing songs and nursery rhymes. Sharing books helps to develop their language and reading skills. Activity games enhance their matching and sequencing. Access to toys and equipment for differing abilities encourages the children's progress. They become confident and adept at cutting with scissors, completing puzzles and jigsaws and using fine paint brushes and pens for drawing. Children learn about the natural environment as they play in the garden and walk to the local park. Regular use of creative materials such as pencils, crayons, paint and glue encourages the children to represent their ideas in a variety of ways. They use face paints as they enthusiastically paint each other's faces. They have a number of opportunities to express their feelings and experiences through imaginative play with dressing up clothes and kitchen toys.

Children's confidence and self-esteem is developed with frequent praise and encouragement which is given at appropriate times. Children's sense of belonging is promoted by the childminder who knows them well and values their achievements which she shares with parents. They make positive relationships, finding new friends on outings.

Helping children make a positive contribution

The provision is good.

The childminder provides interesting and meaningful resources to promote a positive view of the wider world. Children enjoy books, puzzles, dressing up clothes and small figures depicting age, culture and disability. They gain an understanding of the differences in the community through discussion with the childminder.

Children are valued and respected. Their individual needs are met as they follow their daily routine which is discussed with parents. Children behave very well. They understand right and wrong through consistent boundaries, praise and the age appropriate methods used by the childminder to manage their behaviour. For example, a penny sweet shop has been introduced to provide children with an incentive, they can earn or lose their five pennies depending on their behaviour. Children develop consideration as they learn to share, take turns and use good manners, remembering to say please and thank you. The childminder works closely with parents to ensure children's behaviour is managed consistently and difficulties are dealt with together. She provides a range of opportunities for the children to socialise which helps them make positive relationships with others. Realistic challenges are set by the childminder to help the

children develop. This promotes their confidence and self-esteem. They feel relaxed and secure and able to make independent choices about what they want to do.

Children benefit from a very strong partnership between the childminder and parents who exchange information frequently. They have daily discussions to keep parents up to date with events and routine activities. This helps provide consistency in the children's care and keep parents well informed of how their child's needs are being met.

Organisation

The organisation is good.

The children's needs are met through very effective organisation and good communication with parents. Space and equipment is prepared so that children can access resources easily and independently which enables them to make choices about their play. A balance of child-led activities and organised play ensure that children have a range of different enjoyable experiences whilst they are with the childminder. They benefit from routines which make them feel secure and relaxed. Children play, eat, sleep and rest as they need to.

Documentation is stored securely and information shared appropriately with parents. All of the required policies and procedures are in place to help keep children healthy and safeguard their welfare. Children benefit from the childminder's knowledge which she continues to update with relevant training. She holds a current first aid qualification. Overall, the range of children's needs are met.

Improvements since the last inspection

At the last inspection the childminder agreed to complete an appropriate first aid course that includes training in first aid for infants and young children. She now holds a current first aid certificate.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 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 Ofsted are notified of all significant events
- ensure parental consents for medication include full information regarding the medication and dosage required

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