



## Inspection report for early years provision

<b>Unique Reference Number</b>	126433
<b>Inspection date</b>	05 September 2006
<b>Inspector</b>	Stephanie Graves
<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 1997. She lives with her partner and two children aged 15, 12 and 17 in Sevenoaks, Kent. 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 is registered to care for a maximum of three children at any one time and is currently minding three children under five years of age, on a part time basis. The childminder walks to local schools to take and collect children and attends the local toddler group. The family has a pet dog.

The childminder is a member of The National Childminding Association (NCMA).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are actively involved in a range of experiences, which help to develop their knowledge and understanding of good health issues. For example, they are encouraged to be independent with hygiene practices, including toilet visits and regular hand washing. Current practices for cleaning surfaces and equipment may not be effective enough to prevent the risk of cross infection. Children benefit from procedures which ensure they are taken care of if they become ill or have an accident. For example, they do not attend if they have an infectious illness and accidents are recorded. Procedures for administering medication are in place along with written consent to seek emergency advice or treatment. Children's physical development and sense of well being are promoted well. They are provided with a range of outdoor experiences as well as opportunities to rest in comfortable surroundings.

Children have regular access to drinks and the childminder encourages them to make healthy choices regarding the food they eat. They are able to choose from a variety of favourite lunch time foods, which currently include pasta with ham or tuna. Children talk about their favourite meals and are heard to make comments, such as 'I like ham and beans'. Individual dietary requirements are respected because the childminder works closely with parents to ensure children's needs are met.

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

The provision is satisfactory.

Children are cared for in a safe, secure environment where the childminder supervises them closely at all times, both indoors and outside. There is enough unobstructed space for them to move around and play within safe boundaries. Toys and equipment are checked regularly for safety and although the childminder has identified risks associated with the trampoline, these have not yet been addressed sufficiently. Procedures help to keep children safe. For instance, the childminder ensures all hazardous materials are inaccessible and has written consent to take children on outings. However, access to the family dog has not been monitored well enough to prevent children being knocked over during play. Children are developing an awareness of how to help keep themselves safe. This is because the childminder explains why certain procedures are necessary, such as why they must use climbing apparatus in the park safely to avoid falling and hurting themselves.

Children are well cared for due to effective procedures, which promote their welfare and safety. For example, the childminder discusses her emergency evacuation procedure with the children, has attended training in child protection and has a sound understanding of current requirements.

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

The provision is good.

Children are settled and make themselves at home in the childminder's home. They are comfortable and involved in their play and make choices from a range of readily available toys,

resources and activities. These include books, interactive toys, play dough, small world activities and construction. Outdoor opportunities include frequent outings to the park and playing in the garden. Children's art and craft creations are displayed which helps to reinforce a sense of pride in their achievements. Children play and negotiate together as they discuss concepts, such as who is getting the play dough ready and what the weather is like outside. The childminder has a good understanding of the developmental learning needs of children of all ages. She has an awareness of the Birth to three matters framework and play opportunities are adapted to meet the needs of the younger children attending.

Children play purposefully and enjoy their time with the childminder. For example, they learn about shapes as they play with magnets and ask her what a cube looks like. The childminder explains that it is shaped like a box, which helps to promote their understanding. Children are heard to make comments to one another, such as, 'it's time for you to go to bed now' and 'good night' as they represent real life scenarios through role play. The childminder provides resources, including torches and covers to help extend children's ideas. Younger children enjoy cuddling up to look at books. They enjoy the childminder's active involvement as she reads stories and asks questions to help them think and respond. Repetitive language, such as 'woof woof woof' and 'quack quack quack', encourages children to join in as she reads. The childminder provides a range of experiences to ensure children's emotional, physical, social and intellectual capabilities are promoted well.

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

The provision is good.

Children are welcomed, acknowledged and affirmed by the childminder. They demonstrate a sense of belonging as they play together and make themselves at home. They are settled and self assured because the childminder attentively promotes their individual needs. Toys and resources promote positive images of diversity and children have opportunities to learn about the wider world. The childminder takes them on regular outings and to the local toddler groups, which helps to promote their social skills and awareness of the similarities and differences between themselves and others.

Children are well behaved and learn right from wrong, because the childminder is a good role model. She encourages and praises children regularly to help promote their confidence and self esteem. Children benefit from consistency of care, through the childminder and parents working closely together to meet their needs. The childminder takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures and a good range of written information is readily available.

### **Organisation**

The organisation is good.

Children are comfortable and settled within a well organised environment. They feel secure with the childminder and generally share good relationships with one another. A good range of documentation and records are in place. These include daily attendance records, which show clear arrival and departure times for children. The childminder keeps Ofsted notified about

relevant matters and a range of written information about her service is available to parents. The childminder has a positive attitude towards improving the service she provides and keeping up-to-date with current practice requirements. Children's welfare, care and learning are promoted, due to the range of policies and procedures, which underpin the childminder's professional practice. 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 received five recommendations. These included improving practices regarding hand drying, the safety around poisonous plants, the trampoline in the garden, hazards in the hallway and ensuring a fire blanket was obtained. Further recommendations included providing a range of activities which promote positive images of diversity, increasing knowledge of providing care for children with special needs and developing a range of policies and procedures.

The childminder has addressed all recommendations. Hand drying procedures have improved, children are closely supervised when playing near garden plants and the trampoline, the hallway is clear of any hazards and a fire blanket is in place in the kitchen. The childminder has a positive attitude towards caring for children with learning difficulties and/or disabilities and has devised a range of written policies. Further recommendations have been set in relation to the use of the trampoline and hygiene procedures.

The childminder has taken steps towards improving the service provided and ensuring children are safe and well cared for at all times.

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

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action 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):

- promote children's good health by continuing to ensure general hygiene procedures help to prevent cross infection
- promote children's safety by continuing to ensure adequate precautions are in place regarding the use of the trampoline, also by considering gaining written consent from parents for this activity and by ensuring children are safe at all times when near the family dog.

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)