



## Inspection report for early years provision

<b>Unique Reference Number</b>	131341
<b>Inspection date</b>	23 October 2006
<b>Inspector</b>	Sylvia Dindar
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The childminder has been registered for eighteen years. She is registered to provide care for six children under eight years, of these, not more than three may be under five years, and of these, not more than one may be under one year. Since 2006 she has been working with another childminder who does not live on the premises. When both childminders are working together there may be no more than ten children under the age of eight, six children under five and two children under one year at any one time.

The childminder lives in a house in the Shirley area of Southampton, and all areas of the property are available for childminding. There is a fully enclosed back garden available for outside play. The childminder has a rabbit and her co-childminder brings her dog in daily.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are learning good hygiene practice. They are reminded to wash their hands after toileting and before meals and the childminder discusses germs with the children. The home is cleaned daily and toys are cleaned weekly. Children are well cared for when they are ill. Parents are called to collect them and children are not accepted if they are known to be ill. These procedures ensure the risk of infection is minimised.

Children can be cared for appropriately when they have an accident. Both the childminder and her co-childminder have just completed a first aid course. A fully stocked first aid box is available both indoors and on outings. Parental consent is secured to allow the childminder to access emergency medical care when needed.

Children develop a healthy attitude to food. They sit together at mealtimes and enjoy fresh home cooked nutritious foods. The childminder knows the children's likes and dislikes well and provides their favourite dishes, such as cheesy pasta and chicken pie. Children are learning to make healthy choices, for example, they choose from a range of fresh fruit, vegetables and sandwiches at snack times. Drinks are available at all times so children's thirsts are quenched, they choose from tooth kind juice, milk and water.

Children enjoy daily exercise and fresh air. They are keen to play outside as the garden is a place where children have fun activities which encourage them to develop their physical skills. For example, the older children enjoy taking turns on the trampoline. They jump and bounce and learn new techniques for bouncing. Toddlers are learning to confidently walk around their environment. They have lots of opportunities to push toys around such as the scooter and buggies. They confidently climb on the 'Little Tykes' climbing frame and slide down the slide, building strong muscles.

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

The provision is good.

Children are welcomed into a home that is secure where hazards are identified and appropriate measures are taken to ensure children's on going safety. Children are supervised well in their play and checked regularly when sleeping. The childminder works with another co-childminder which allows for extra supervision when needed. Children are restricted from hazardous areas such as the stairs and the kitchen as stair gates are in place and children only access these areas under supervision. A fire evacuation procedure is in place and this is discussed and practised with children so that they become familiar with the procedures and can exit the home quickly in an emergency.

Space is appropriately organised most of the time, which means that mostly children have the freedom to move around independently. Children are learning how to keep themselves safe as the childminder reminds them not to climb on furniture and why. They are given firm guidance on outings and they are learning how to safely cross the road. When playing on the trampoline

in the garden they know the rules which keep everyone safe. Older children are reminded when they drop small items to pick them up as they are a potential choking hazard to toddlers. Thought is given to how the outside equipment is placed and about the surfaces children play on – for example when children climb in and out of the sand pit they do so safely as there is rubberised matting to protect their hands and knees. Children are never left alone with the dog.

Children are protected as the childminder has an understanding of the signs and symptoms of abuse and procedures are in place to report any concerns.

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

The provision is satisfactory.

Children enjoy their time at the childminders and are kept busy and stimulated. Children benefit from the care of the minder and her co-childminder. They each know the children well and children are happy to ask either of them for help knowing they will get the attention they need. Children access an adequate range of play activities however there are few which develop a positive attitude towards disabilities and people of different cultures. Toddlers enjoy the freedom to move around independently in the garden although indoors at times space is limited when all children get together in one room. They play with toys that are age and stage appropriate and join in most activities. For example they enjoy exploring the electronic toys and show interest in the shapes and colour and the sounds that they make. They are discovering what happens when they press buttons. Children who are learning to walk are aided as the childminder encourages them to take their first steps. She provides a baby walker and low furniture so they become confident in walking. Toddlers enjoy the routines of the day and feel secure. They follow their own sleep patterns and rest with the comforters they bring from home. They are handled gently when they awake from sleeping, they snuggle into their childminder showing they have a firm bond and feel secure in her care. All children enjoy outside play, they have opportunities to play with sand and water, play in the home corner as well as the ride on toys. They enjoy moving their bodies to the sound of music as they dance and follow the actions of the childminder.

Older children enjoy joining in with the activities planned by both childminders and feel part of the group. They play games such as 'Guess Who' learning how to recognise the differences in people. They show enjoyment and real concentration as they thread different shaped, brightly coloured beads and make necklaces. They talk about the shapes, colour and size. They happily share the equipment and resources as there are plenty to choose from. They enjoy making book marks and animal models out of lolly sticks, pipe cleaners and pom-poms. They are given different types of glue so they learn which sticks best.

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

The provision is satisfactory.

Children are happy and well settled. All children respond well to the childminder or her co-childminder because children are given the attention they need. New children are given the time and space to settle in and familiarise themselves with their surroundings and their peers.

Group activities are organised for older children so new children feel included. Children know where things are and are able to access the toys independently. Children make choices in activities and begin to make decisions for themselves, giving them confidence and building on their self esteem. However access to arts and crafts are restricted to older children. The childminder has not given thought as to how these can be adapted for toddlers, which means that sometimes toddlers are not able to take part in activities which interest them. This limits their choice over what they can do.

All children are welcomed into the setting. The childminder recognises she has limited experience of working with children with special needs but is aware that the environment can be adapted for children who have physical disabilities and there is a ground floor toilet. She would work closely with the parents to ensure that the child had the opportunity to play alongside other children and meet their full potential.

Children's differing backgrounds are acknowledged, the childminder gathers information from parents about children's cultural, dietary and religious needs. However there are few resources or activities which broaden children's experiences of diversity.

Children behave well because both the childminder and her co- childminder work in partnership with parents and use the same age and stage appropriate strategies to ensure consistency of care. The children respond to simple rules which keep them safe, avoid children getting hurt and ensure that others and their property are respected. Older children are particularly helpful and kind to the younger ones and enjoy taking responsibility such as helping prepare snack and giving out food at snack time.

## **Organisation**

The organisation is satisfactory.

The childminder has appropriate training and experiences for her role as a childminder and all adults in the household have been suitably vetted. The childminder works alongside another childminder at the same address. They care for specific children and contracts reflect this and parents are made aware that they work together. Good communication and joint planning of activities means that the childminders have an input into the care and development of children. Children are provided with a range of interesting activities, and mix together for most parts of the day. Children are able to access a basic range of indoor activities which mostly meet their developmental needs. However, children's indoor play experience at times is hindered by the lack of organisation of space, equipment and the grouping of children. The outside play is well organised and children have the freedom to move around independently and have a wide range of exciting play resources to choose from.

The childminder has basic experience of the National Standards and most documentation is in place. For example medication and accident records are in place and ready for use. An accurate daily record of children's attendance is recorded daily and ratios are maintained. A poster advising parents that Ofsted is the registered body tells them of their right to complain. The childminder is aware that there have been changes to the National Standards but had not realised a complaints log must be in place prior to a complaint being made. There have been no

complaints so this has had no impact on the care of children at this time. Therefore, the childminder meets the needs of the range of children for whom she provides care.

### **Improvements since the last inspection**

The childminder was required to complete a first aid course, since last inspection she has continued to update her knowledge of first aid and holds a current first aid certificate. She is able to administer first aid to children in line with current best practice.

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

Since the last inspection 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 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):

- review the organisation of space and the planning of the day to ensure that children have sufficient room to play and move around freely
- provide children with a range of meaningful play experiences that help promote positive images of disability and cultures include all children
- using birth to three matters framework review how activities can be adapted and provided so that all children feel included
- ensure a complaints log is in place

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)