



Inspection report for early years provision

Unique Reference Number	EY333199
Inspection date	17 January 2007
Inspector	Sylvia Dindar
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 2006. She lives in the Aldermoor area of Southampton, with her husband and two school age children one of whom is aged under eight. All areas of the property are available for childminding with the exception of the master bedroom and children's bedrooms, which the childminder chooses not to use. There is a fully enclosed rear garden available which children play in under the childminder's supervision. The childminder is registered to care for a maximum of five children under eight at any one time. The childminder is currently caring for five children under eight years some on a part-time basis. The childminder attends the local parent and toddler group and children get opportunities to visit the sports centre and the library.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy meals provided by their parents; these are clearly marked and stored in the fridge to maintain their freshness. The childminder ensures that she gathers information from parents so that any specific dietary requirements are catered for. The encourages fussy eaters to try new foods. Children's diets are supplemented with a range of healthy snacks. For example, children get to choose from a variety of fruit and enjoy organic biscuits. Children are encouraged to clean their teeth after eating and learn the importance of caring for their teeth.

Children benefit as the childminder has good standards of hygiene. The home is regularly cleaned and appropriate routines are followed when nappy changing. Children develop good standard of hygiene through the childminder's thorough consistent daily routines. For example, toddlers who are still in nappies are encouraged to wash their hands after being changed so that they begin to make a link between toileting and being clean. They are keen to scramble up the step to wash their hands before snack time. Cross infection is minimised as each child is provided with their own towel flannel and comb.

The childminder has a suitable first aid box and holds a current first aid certificate. This means the childminder is able to administer first aid in the event of an accident. Children are safeguarded because the childminder has written parental permission to seek emergency medical advice or treatment.

Children have lots of opportunities for physical play both inside and outside in the garden. They enjoy moving around to music and follow the childminder's instructions and mirror her actions and develop their co-ordination. Outside an attractive specially designated area has been planned where children can practise and develop their physical skills. They learn to balance and climb and develop their co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a home that is secure, all doors are kept locked. Children are able to move around safely because the childminder has taken a number of actions to minimise risks, for example, cleaning material, electrical trailing wires and plastic bags are kept out of children's reach and the medication cupboard is kept locked and inaccessible to children. Children access the kitchen area only under supervision. They are well supervised, because the childminder stays with them at all times during the day. However, the outside area has not been fully risk assessed as the top of the water butt is not secure and some slabs around the children's play area are loose and pose a risk to children.

Children are kept safe on outings, they wear bright bibs so that they can be seen in low light and learn how to safely cross the road. They are transported in appropriate car safety seats. The childminder ensures that she has children's details with her at all times. Laminated photographs identify that the children are minded and provide information about emergency

contacts in case of an accident. Children play with good quality toys that are regularly checked. For example the ropes on the swing have been renewed. The childminder ensures that children access toys that are age and stage appropriate.

Children are safeguarded by appropriate fire equipment and the smoke alarms and carbon monoxide alarms which are regularly checked to ensure that they are in working order. A fire evacuation plan is in place and practiced with children. This enables the childminder to ensure that young children leave the premises safely and quickly in the event of an emergency.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, settled and involved in a wide range of purposeful planned and incidental activities which support their development. For example, children have access to a wide range of play resources and equipment which they freely access from low shelving. Thought is given on how space is used and toys are attractively displayed. This results in children showing a natural curiosity in the things around them and allows them to take control of their own learning and develops their decision making skills.

An art table is set up ready with sponges, paper, and paints from which children can freely choose. Children become absorbed as they play in the sand. The childminder is aware of the therapeutic value of sand and understands that it calms children when they are upset. Children are distracted and are soon enjoying pouring the sand from one container to another and begin to learn about volume and develop their co-ordination. They experience different textures such as jelly and wet sand and dough. The childminder develops children's language as she asks them appropriate questions that make them think. She listens carefully to what they say and responds appropriately, re-enforcing their language. Children enjoy story times and cuddle up with a favourite book. They delight in exploring the pop up book and discover that the turtle's feet move when they move the lever. They learn about counting and numbers as they talk about how many legs the octopus has and what colour the shark is. The children don't want the story to end and begin to explore it again and recall the things the things that they have just seen.

Children thoroughly enjoy music. They like to explore the instruments and begin to tap out simple rhythms copying the childminder. They spontaneously ask their childminder to dance, who then further develops the play by getting children to do actions to the songs.

Older children choose from a wide range of resources such as a good range of construction toys, games, books, puzzles and arts and crafts. They have access to a range of exploratory toys and imaginative role play. The childminder achieves a good balance between adult-led and child-led experiences, and toys and equipment are regularly changed to capture children's interest.

The childminder is knowledgeable about child protection issues and systems are in place to safeguard children. Older children learn how to protect themselves when in vulnerable situations as the childminder provides them with cartoon typed text information which is none threatening but clearly explains what they should do to keep safe.

Helping children make a positive contribution

The provision is good.

Children feel secure in the care of the childminder as she develops their confidence and self esteem. All children are able to access play opportunities that they enjoy as the childminder is aware of the ways in which play can be adapted. She knows the children well and gives good support. A settling in procedure is in place so that information can be exchanged and relationships established so that children settle well. They are given a sense of belonging as they have a space to put their personal items.

Children behave well in response to the childminder's warm calm and nurturing approach and this makes children feel secure and confident. Children are given the attention they need and given lots of praise and encouragement when they do well. Rules are developed around safety, the care and respect of others and their property. These rules are consistently applied so that children learn to understand what is expected of them. The childminder has developed a clear policy and shares and discusses this with parents so that a consistent approach is in place between home and childminder. The childminder understands the damage and distress that bullying causes and provides children with strategies and information to help them cope with these difficult situations. Children are made to feel valued and included.

The childminder provides an inclusive setting. Children benefit from the childminder's experience in caring for those with disabilities and or learning difficulties. Space and resources are adapted so children can move around safely and join in their freely chosen activities. A wide range of play provision is available to meet children's differing developmental needs. For example large chunky puzzles, and sponge painting for those who have difficulty with grasping and co-ordination. A range of more complex puzzles and toys for those children who are more able. However scissors are limited to one type and do not allow for children to develop right and left handed preferences.

Children are cared for in an environment where they learn about other cultures and beliefs. Books and posters are provided which raise children's awareness of a range of cultures, festivals and languages. The childminder uses these resources as a starting point for discussion so that children become aware of the differences within our society. The play provision and the childminder's own personal items reflect a multi-cultural society. For example, children have access to dolls and small world people that show people with different skin tones and facial differences. Family photos, pictures and ornaments are used as resources to talk to children about families, feelings and differences.

Children benefit as the childminder builds strong relationships with parents and they value the service she provides. The childminder ensures that they have clearly defined roles and values and explains that she is not there to take their place but to work in partnership with them. Parents are provided with information in different languages. They are signposted to translation services if needed. The childminder explains to parents the service she offers through a range of policies and procedures. They are provided with a contract which establishes a business type relationship. A range of leaflets which support parents in the care of their children are available if they wish to access them. These cover such issues as 'how to register your child in school'.

Parents are kept informed of their child's development through written daily diaries a verbal hand over at the end of their day.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides

Children benefit from the childminder's knowledge of child development issues. This is evident as children are welcomed into a comfortable child friendly stimulating environment. They have independent access to a wide variety of toys and resources and these are located within easy access to aid independence. Free choice play is loosely planned each day and meets children's individual needs. Care is taken to ensure that ratios are maintained as the childminder plans carefully and keeps effective documentation to support this.

All documentation required by regulation is in place and kept effectively. These include a range of in depth policies and procedures that are shared with parents. This ensures that parents fully understand the childminder's responsibility to all children and underpins her good practice. A daily verbal hand over ensures that parents are kept well informed about their child's development.

The childminder is reflective about the services she gives to children and parents and continues to develop her practice. She continues to update her knowledge and skills and attends training. She then uses this knowledge to adjust her practice to ensure that children are getting good quality child care.

Improvements since the last inspection

Not applicable.

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

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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):

- further develop the range of resources enabling children to develop right or left handed preferences when cutting out and ensure that a range of resources is available to reflect positive images of those with disabilities
- further risk assess the garden and ensure that water butt and concrete slabs are not a hazard to children

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