



Inspection report for early years provision

Unique Reference Number	EY231029
Inspection date	15 March 2007
Inspector	Catherine Greenwood

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 2002. She lives with her partner and two children aged eight years and six years in Guildford in Surrey. They live in a house which is close to parks, playgrounds, toddler groups, shops and transport facilities. The childminder is registered to care for a maximum of five children at any one time and is currently minding five children aged seven years, four years, three years, three years, and one year, all of whom attend part time. Children have access to all of the downstairs rooms which include a sitting room, kitchen / breakfast room, and downstairs cloakroom. One of the bedrooms on the first floor is used for sleeping purposes only and for older children's play. There is an enclosed secure garden available for outside play. The family has a pet dog. The childminder is a member of the Surrey County Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have healthy snacks during the morning and afternoon, such as freshly prepared banana and kiwi and dried fruit. The childminder gives parents the choice about food provision, asks them about children's allergies and individual dietary requirements and records details on contract agreements. Water is accessible to older children at all times on the table in the kitchen and younger children have beakers with lids. Children are protected from the risk of cross-infection. For example, older children wash their own hands independently in the downstairs cloakroom before eating and ask the childminder if their own towel is there.

Younger children have plenty of opportunities to crawl around the house and use the push along toys at the toddler group. They enjoy outings to a soft play area where they can go in the ball pool and learn to climb on large soft blocks. Consequently children move around the furniture in the childminder's home and are making good progress with learning to walk. Older children enjoy using the scooters, balls, skipping ropes and go carts which they use under supervision on the paths at the front of the childminder's home. In addition, they use the trim trails, slides, climbing frames and swings at parks, which they visit on a regular basis. This means that older children are provided with more challenging physical play opportunities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe within the childminder's home because she has a good awareness of potential hazards. For example, she makes small pieces of play equipment inaccessible to younger children so they are not at risk from choking. There is a good range of well maintained and safe resources. Children are kept safe in the event of a fire because the childminder has a written evacuation procedure in place which she practises with the children. Consequently, they know what to do in the event of a fire, for example, that the assembly point is under the apple trees in front of the childminder's house. The childminder says the dog is friendly and that she has spoken to all the parents to ensure they are happy for their children to be near the dog.

Children are kept safe on outings because the childminder uses buggies, reins, and holds their hands when crossing the road. She reminds all children of the 'stop and wait' rule. They learn about road safety, such as not running, and only crossing at the traffic lights and zebra crossings. The childminder stands in the middle of the road when she has a few older children, until they are all safely across. Children's welfare is safeguarded because the childminder understands the recording and reporting child protection procedures. She asks parents about any existing injuries and ensures that they inform her. However, current child protection documentation is not available.

Helping children achieve well and enjoy what they do

The provision is good.

The childminder has a very patient and caring approach towards the children and responds with interest to their questions and things that they say. She knows the children very well and what they love to do. She supports their interests, for example, by looking at books together. The childminder talks about the children and their individual achievements in a very positive way. She regularly sits on the floor with the children and joins in with their play. Her communication and interaction with children is excellent. Consequently children enjoy and persist at favourite activities for long periods, such as colouring in using water pens on a large mat at the kitchen table. The childminder helps children to use the resources, for example when joining together the train track, she encourages children to think which piece they need next, by describing the shape. Children are inquisitive and feel confident to consistently ask the childminder questions. She makes excellent use of these opportunities to engage in conversation with the children and extend their learning. For example, the childminder asks children about the sounds of letters of the alphabet, and the shapes they colour in. Consequently children can confidently name stars, moons, hearts, triangles and squares and can write the first letter of their name.

Children have a very good relationship with the childminder and talk freely about their own lives, such as their forthcoming birthday party and members of their family. They benefit from going to toddler group three times a week where they can socialise with others. During these outings, children take part in large group singing sessions, listen to stories and use a wide variety of play equipment such as wheeled toys, slides, imaginative play resources, playdough, and paint. In addition, children enjoy making cards to celebrate events such as Mother's day. The childminder and older children remember and talk about the action songs that they take part in when visiting the toddler groups.

The childminder provides resources for all children which are age appropriate and has a good knowledge of their developmental progress and what she needs to help them do next. She has plenty of response toys, books and other toys which are easily accessible in the sitting room. However, there are limited accessible resources to help children under three years develop their senses. Children take part in singing and dancing activities and trying to catch bubbles from the bubble maker. Older children can choose to use craft materials and use board games and Hama beads. The childminder restricts the children's use of video games and the television.

Children take part in cooking activities where they make cakes, sandwiches and bread. They enjoy outside play in all weathers, such as playing in the snow. They enjoy going on outings to local parks and are confident to ask the childminder if they can go. In good weather the childminder takes a picnic where there is a pond with swans and a big open space for children to run around. This means that children are provided with a good range of inside and outside play experiences.

Helping children make a positive contribution

The provision is outstanding.

Children learn about the needs of others because the childminder consistently answers their questions and engages in conversations, for example, when changing a nappy, she explains

that if babies are hungry or tired, they are too young to tell adults if they need something. Children are very well behaved because the childminder spends a lot of time with the children and ensures they know what she expects of them. Consequently they know the rules, such as not hitting and treating each other with respect and kindness. If there are any issues, the childminder talks to parents to ensure they are both managing behaviour in a similar and appropriate way. This means that children are provided with continuity of care. Children feel good about their achievements, such as independently writing the letter of their first name, because the childminder praises them and gives them stickers. Older children respond well to reward stickers, for example, if they help the childminder or eat all their vegetables at mealtimes. The childminder encourages children to help her tidy up the play equipment before they take something else out. Consequently, they know that there is not room to do the drawing on the floor until they have put the train track away. Children play together co-operatively, for example, older children help the younger children to build towers from stacking cups. The childminder encourages children to ask each other for toys, which means they are beginning to learn to share.

All children are included during playtimes because the childminder finds toys that are appropriate for their different ages and puts them on the floor close to where they are all playing. The childminder asks older children to ask if younger children want to join in the drawing activity on the floor. As a result children develop consideration towards others involvement in their play. Children learn about differences because the childminder has a range of resources such as a doll with a hearing aid and glasses, figures that have different abilities and dolls and books which are from different racial origin. These resources are accessible at all times. The childminder asks children what they have learnt when they talk to her about the festivals they have celebrated at school. She helps older children to look at information related to different festivals on the computer to support this learning. This means that their learning is extended.

The childminder has a good relationship with parents because she is open with them and encourages them to share information that may affect children's well-being and emotional needs. She invites parents into her home at the end of the day and talks about what they have been doing and children's individual needs. This means that children are provided with continuity of care. The childminder is not currently looking after children with learning difficulties and / or disability. If she was concerned about a child's development she would take appropriate action and work closely with parents to achieve any additional aims for children and help them make progress.

Organisation

The organisation is good.

Children are happy and at ease in the well organised environment. They have access to a good range of play equipment which the childminder makes easily accessible in the kitchen and sitting room. The downstairs of the premises is set up in a child-orientated way so that it is attractive and welcoming. This means that the space is laid out to maximise play opportunities for children. The childminder takes her lead from the children and lets them decide what they want to play with. Documentation is very well organised, and includes a wide range of written policies and procedures that the childminder shares with parents which contribute to children's

health, safety and well-being. However, there is no system in place to record any complaints. 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 agreed to: complete a risk assessment regarding swimming, and ensure that detailed parental permission is in place; devise and practise an emergency escape plan; ensure that the current child protection booklet is in place; ensure that written permission to seek emergency medical advice or treatment is in place; meet any recommendations made by the Fire Safety Officer by providing a working smoke alarm on each level; and review bottle feeding. The childminder no longer takes children swimming, however, she would obtain written permission if she does this in the future, children are kept safe in the event of a fire because the childminder has a written fire evacuation procedure in place and practises the drill, current child protection documentation has not yet been obtained, written permission has been sought from parents for children to receive emergency medical advice or treatment, smoke alarms have been fitted to each level of the childminder's new premises, and the childminder ensures that babies are held appropriately when they are having their bottles. This means that children's health and safety has been improved.

Complaints 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. 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 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):

- obtain current child protection documentation
- improve the range of accessible resources for younger children to develop their senses
- devise a system to record any complaints

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