



## Inspection report for early years provision

<b>Unique Reference Number</b>	116146
<b>Inspection date</b>	08 March 2007
<b>Inspector</b>	Joanna Scott
<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 2000. She lives with her husband and three children aged seven, six and two in Walton-on-Thames in Surrey. The whole ground floor of the childminder's house is used for childminding, and sleeping facilities are provided upstairs. There is a fully enclosed garden for outside play. The childminder is registered to care for three children at any one time and is currently minding seven children, all of whom attend on a part-time basis. The childminder walks to local schools to take and collect children. The childminder supports children who have English as a second language. She attends toddler and childminding groups and takes children to the library and local parks. She is a member of the National Childminding Association (NCMA) and the Surrey Childminding Network.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children benefit from daily opportunities to play in the fresh air. They ride and push wheeled toys, throw and kick balls, and run around on the grass. This helps to develop their co-ordination and balance. They enjoy the garden, and are keen to play outside. They also have regular opportunities to walk to and from school, which improves their fitness. This is really beneficial for their health.

The children are learning about foods which are good for them. The childminder provides healthy snacks and meals and incorporates fresh fruit and vegetables each day. Parents are welcome to provide the children's food and the childminder works closely with them to promote a healthy diet. She has developed a packed lunch policy which supports this.

The children's health is protected. The childminder has clear procedures to follow when a child is unwell and regular routines in place to ensure that the premises and resources are thoroughly clean. The children are learning about personal hygiene. They are reminded to wash their hands before eating and after toileting and are provided with individual towels to dry their hands. This helps prevent cross infection. Older children are prompted about hand washing by a poster displayed by the sink, reminding them there is a risk of sickness if they don't wash.

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

The provision is good.

The children play in an environment where risks are minimized. The house is secure and well maintained and the childminder completes a daily visual check to ensure that safety equipment such as stair gates and socket covers are in place. The childminder supervises the children well. This enables them to move freely between rooms and play safely.

The children have a broad range of safe and good quality toys accessible to them, which the childminder has selected in line with her planning. The children are able to access these independently from low level boxes. They sometimes ask for additional resources which are stored elsewhere and which the childminder gets for them. The outside equipment is plentiful, and there is a really good choice for the children. This provides ample play opportunities and extends their interest in playing in the garden.

The children are learning how to keep themselves safe. The childminder has consistent rules, for instance, the children walk with her and do not run ahead on the pavement, and she talks to them about road safety. A picture on the wall re-enforces this, reminding children to get out of the car on the pavement side. They practise fire evacuation on a regular basis, and the childminder talks to them about not going back inside until a fire officer tells them it is safe to do so. She strengthens their understanding by including the fire service in a topic about people who help us, and hiring a video about fire engines from the library. The children know what to do in an emergency. The childminder has a good understanding of child protection issues and a clear procedure to follow if she has a concern about a child.

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

The provision is good.

The children enjoy a regular routine which includes opportunities to play at the house, make trips to childminding or toddler groups, and visits to the park and local library. This gives them opportunities to socialise and mix with other children and builds on their awareness of the wider world.

They enjoy a good range of activities. The childminder is very child focused. She plans each week's activities using the Birth to three matters framework to make sure that all areas of development are included. She picks topics that the children have an interest in, such as the farm. Activities are planned to include the use of the garden, for instance, she hides farm animals in the sand for the children to find. She rotates the toys, selecting many that are related to her planning, such as farm animal puzzles, books, a farm set, and ride on tractors. This results in the children being interested in the toys that are accessible to them. Where the children demonstrate that they are enjoying an experience the childminder is careful to allow them to complete their game. They love being in the garden and she provides a wide range of equipment, ensuring they are wrapped up warmly so that they are able to play for some time outside even in cold weather. The children have a good time here. They laugh and follow each other around pushing the buggies, riding the wheeled toys and climbing the slide. The children receive lots of praise and encouragement from the childminder and this builds their confidence and encourages them to be increasingly independent.

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

The provision is good.

The children benefit from the childminder working closely with the parents to share information related to their care and development. This results in the childminder being able to meet their individual needs. She encourages new parents to think about ways of helping their children cope with separation when they first start with her. This helps to minimize their anxiety. Children bring a favourite toy or comforter and the childminder suggests packed lunches to start with so that there are some links to home. Parents know about their children's care through discussion, a comprehensive set of policies and procedures and the use of daily diaries for pre-school children. Parents are also involved in completing children's development records with the childminder, this ensures that there is a focus on the children's progress.

The childminder has a positive attitude to meeting diverse needs and has attended training related to this. Where children speak English as an additional language the childminder takes time to learn some key words in their own language to help the child feel more secure. She communicates clearly, getting down to the same level as the children and encourages younger children to vocalise and speak. She demonstrates that she understands the children well. Children make frequent trips out in their local community. They play with some resources which reflect diversity such as books, puzzles, dolls and small world figures, and this helps them to be aware of the wider world. The children feel valued because the childminder knows them well, and treats them as individuals.

The children behave very well. There are few disputes because the childminder supports them well in their play and plans an interesting range of activities so that they are fully occupied in meaningful play opportunities. Older children benefit from a clear set of house rules which are displayed. The childminder is skilled at positive reinforcement for wanted behaviour and has behaviour management techniques in place which work well, including acting as a good role model.

## **Organisation**

The organisation is good.

The children are confident and feel at home because the childminder organises the environment so well. Children have space to play freely and have a regular routine which incorporates time to be active and to rest. The childminder plans her day carefully to meet the needs of all the children in her care.

Required adult to child ratios are maintained at all times and this ensures that the children are well supported. The childminder has a comprehensive range of policies and procedures which reflect her practice, and suitable documentation which enables her to meet each child's needs. Children's attendance is recorded weekly in the main register, although daily attendance is recorded elsewhere. This does meet the requirements, but it lacks clarity for any person other than the childminder.

The childminder is proactive in accessing training, and has attended many courses since her last inspection. This develops her skills and ideas and ensures she is up to date with current child care practice. Overall, the childminder meets the needs of the range of children for whom she provides.

## **Improvements since the last inspection**

At the previous inspection there were no recommendations raised.

## **Complaints since the last inspection**

Since April 2004, 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):

- consolidate the children's record of attendance

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)