



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY227388
<b>Inspection date</b>	09 February 2007
<b>Inspector</b>	Judith Reed
<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 has been registered since 1988. She lives with her husband and two school aged children in Lowford, Hampshire. Most of the ground floor of the home is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum for five children at any one time and is currently minding three children under five, one full time and the others part time. The childminder walks to and from local schools to take and collect children.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are healthy as they enjoy nutritious snacks of fruit during the morning. The childminder is very aware of the children's personal needs and when they are ready for a snack and a drink. Parents provide meals for the minded children. The childminder is aware of all the children's individual dietary requirements.

Children benefit from daily opportunities to enjoy fresh air as the childminder walks to and from school with her own children. The minded children also have regular opportunities to experience outdoor play in the local park. They use the rear garden for play in good weather and use a climbing frame, swings and a slide. The childminder has useful information with ideas to enhance outdoor play experiences for young children.

Children learn the importance of good personal hygiene and are encouraged to use the downstairs toilet independently. The childminder ensures children wash hands as necessary and access tissues when required. The childminder is thoughtful when changing nappies and covers the changing mat with a clean towel to stop children touching the cold surface. However, the towel is shared by two children who may be at risk from cross infection. The childminder ensures she washes her hands thoroughly following changing nappies. A well stocked first aid kit is available and the childminder has suitable first aid training. Accidents and medication administered are recorded and signed by parents as necessary.

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

The provision is outstanding.

Children feel welcome and at home as the childminder by displays posters, photographs and their paintings around the ground floor of the premises. They settle well as they have their own individually labelled, low level hook near the front door for their personal possessions. Children play independently and move around easily while being supervised at all times, when in the ground floor of the home. They access resources freely, developing their independence. Toys and play materials are stored in a large trunk as well as low shelving. The childminder is very aware of ensuring toys are clean, well maintained and suitable for the children present. She keeps a rota to ensure toys are cleaned regularly. The childminder has all necessary equipment to make children feel comfortable and secure.

Children are safe and secure as the childminder is very aware of safety issues and takes steps to reduce risk. The childminder uses stair gates to ensure children's safety around the home. Socket covers and cupboard latches are in place. Children do not use the front room unless accompanied by the childminder and the fire is not used when children are present. Smoke alarms and a fire blanket are in place and the childminder regularly holds a fire evacuation practice. The childminder makes a clear written evaluation of each fire drill to improve future practice. The childminder has made a risk assessment of the kitchen and dining area laminate flooring, and asks parents to provide slippers for children to prevent them slipping.

Children are safeguarded as the childminder has a good understanding of child protection procedures and knows her professional duty regarding protecting children. She ensures parents are fully informed about her child protection policy.

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

The provision is outstanding.

Children enter the home eagerly and are very keen to join in activities. They are happy and well occupied with the childminder who offers them their favourite toys. Children pull along a toy telephone and lift the receiver to make a ringing noise. They repeat this many times. Children sit cosily on the childminder's knee to observe a pop-up toy. The childminder talks to the youngest children and repeats "Where's he gone?" and the child presses the button to make the animal pop-up and says "Boo!" The childminder encourages the child to continue the activity saying "Where's he gone?" or "Is he hiding?" The children are beginning to develop some language and the childminder is aware of repeating and developing the sounds that are made. The children slide off the childminder's lap and then bounce up and down near her. The childminder recognises that the children wish to climb back up again. The childminder names the animals which are depicted on the toy to encourage further speech development.

Children are familiar with the toy storage around the room. The childminder suggests playing with the large bricks and the children immediately go to the rack where toys are stored. The childminder helps them to pull out a large box of bricks and asks "Shall we build a tower?" Children help to get out the large bricks and pass them to the childminder to build the tower. The childminder encourages the children to talk and praises them. They become distracted by the books and enthusiastically look at a home made scrap book of pictures of different children. Children become animated and recognise the pictures pointing to different children and making noises.

The childminder is very aware of the children's individual needs and recognises when they need a bottle or to have a nap. Children settle quickly when put to sleep in the travel cot in the familiar environment.

Children learn to use a number of tools such as paint brushes, pencils, crayons and glue sticks. They apply themselves and create a wide range of cards and pictures for their parents. The childminder varies the range of activities and toys available to the children and sometimes creates a home corner in the dining area. She has obtained information regarding the Birth to three matters framework and is building this into her current practice.

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

The provision is outstanding.

Children are treated as individuals. They develop a wide understanding of diversity through the range of toys, books and activities available. The childminder ensures festivals from around the world are acknowledged and children benefit from looking at books, learning stories and creating art work relating to the festivals. Children learn about other cultures and wear dressing up clothes from other cultures. The childminder has created her own resource of a scrap book

showing children from other cultures and those who have disabilities or learning difficulties. The children eagerly look at the book enjoying seeing all the other children and relating to the pictures. The childminder also exchanges resources with the local pre school to extend her range of equipment and toys.

Children are valued and respected as individuals. The childminder has no experience in caring for children with disabilities or learning difficulties. She would work closely with therapists and parents to ensure all children's individual needs are met.

Children's behaviour is very good. The childminder ensures that children are praised and encouraged frequently, in a relevant manner. She always tries to bring out the positive in the children and praise their good behaviour and kindness. The childminder works closely with parents to support children and help them to understand behaviour issues.

Children benefit from the excellent relationship between the childminder and their parents. They happily go to the childminder when they arrive in the premises. Parents clearly state that they are very happy with the care provided. The childminder is able to be flexible when necessary and supports parents well. The childminder keeps a written daily diary about each minded child giving information about activities, outings, food consumed and nappy changes. Parents add their own comments and information if they wish. Photographs are included in the diary which builds into a comprehensive record of early development. The childminder makes parents aware of her policies and procedures including the complaints policy. She has created a complaints record for parents.

## **Organisation**

The organisation is good.

Children are cared for by an experienced, knowledgeable and confident childminder. All necessary checks have been completed and the childminder remains within her ratio at all times. The childminder has good knowledge of the National Standards. She is proactive in updating her training and keeps her knowledge up to date through the National Association of Childminders. The childminder meets the needs of the range of children for whom she provides.

The childminder is well organised and keeps all necessary contracts and permission forms in each child's individual confidential folder. She ensures days of attendance are clearly noted in her diary, however, the register of attendance is not always up to date and accurate.

## **Improvements since the last inspection**

At the last inspection the childminder was asked to provide accessible storage to encourage children to make choices and resources for promoting positive understanding of diversity.

The childminder has provided accessible storage for toys and children pull books from the shelves as well as choosing their own toys from the large storage chest. Children are enabled to play independently. The childminder has many resources which reflect diversity including a scrap book which includes a large selection of pictures of children from around the world and those with disabilities. She also uses resources of the local pre school to help extend her range.

### **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 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):

- further improve nappy changing procedures to ensure children are protected for cross infection
- ensure register is fully detailed

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)