



Inspection report for early years provision

Unique Reference Number	120760
Inspection date	16 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 outstanding. 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 1992. She lives with her husband and one child aged eleven years in Merrow, near Guildford. Children have access to a playroom, sun room, kitchen and downstairs cloakroom. In addition children use two of the bedrooms on the first floor for sleeping purposes only. There is an enclosed secure garden available for outside play. The childminder is registered to care for a maximum of six children at any one time and is currently caring for fifteen children, all of whom attend part time. The childminder supports children with learning difficulties and/ or disability.

The minder is an accredited member of the Surrey West Childminding Network. The family have one cat.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children develop excellent independence as they cut their own fruit at snack time using a chopping board and a safe knife. They help to lay the table and serve their own food at lunchtime, which the childminder presents in easily accessible dishes on the table. Children have healthy snacks which always includes fresh fruit such as strawberries, kiwi, grapes and banana. At lunchtime, when younger children move away from the table she encourages them to sit down until others have finished, and sets a good example by eating the same food as the children. The childminder gives parents the choice about food provision and they receive a copy of a typical menu. Parent questionnaires which the childminder has devised to obtain feedback about her service, include extremely positive comments, such as, meals are always prepared with lots of love and are healthy and fresh. The childminder currently provides all food for children which includes nutritious meals such as roast chicken fish, curry and fresh vegetables, which children really enjoy. This is evident as they help themselves to more during lunchtimes. All children learn about healthy eating because the childminder provides wipe clean charts displayed on the playroom walls for them to colour in squares according to the portions of fresh fruit and vegetables they have eaten each day.

The childminder has extensive additional dietary information provided by parents, which means that children with individual needs are provided with appropriate food. She presents children's food in the same way for all children, which means that those who have alternative food do not feel different. Children who have allergies are protected from the risk of reaction, because the childminder has had formal training in how to use an EpiPen and holds a current first aid certificate. Children are protected from the risk of cross infection. For example, they wash their hands independently and learn about good hygiene practice as they help to wipe the table before lunch. The childminder has a written sick child policy in place which is discussed with parents at contract stage.

There is an outstanding range of outside play equipment which is accessible to the children at all times and is appropriate for different ages. Children develop skills in balancing and laugh with enjoyment as they jump on the trampoline together. The garden provides lots of space for children to run freely, use the good range of wheeled toys and access the climbing frame and slide. Some of the climbing equipment such as the monkey rings, bars and twizzler provide more challenge for older children. Information on parent questionnaire's include positive comments, such as, children really enjoy the trampoline for exercise and fun.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are kept safe within the childminders home, because she has a secure knowledge of the potential hazards and uses appropriate equipment, such as safety gates and a baby monitor for each child when they are asleep upstairs. There is an exceptional range of age appropriate play equipment accessible in the playroom that is maintained to very high standards. This means

that children develop extremely good independence as they play freely and choose their own resources.

Children are kept safe on outings because the childminder uses wrist bands with her mobile phone number. They learn about their own safety, for example, through group stories where the childminder talks about what they need to do when crossing the road. All play equipment is exceptionally well maintained and safe, for example, the large trampoline has a safety net around the sides. Children are kept safe when using the trampoline because the childminder has a written policy which she ensures children understand and adhere to. This includes rules about supervision and numbers of children that are allowed onto the trampoline at any one time. When younger children try to go underneath the trampoline the childminder quickly ensures they come out because she is sitting at the entrance.

Children learn about what to do in the event of a fire because the childminder practices the written evacuation procedure regularly. Older children who attend after school are also included in practices and enjoy taking part. In addition, the childminder and children visit a fire station once a year through the childminding network, where they climb on the fire engine, use the hoses and have the opportunity to ask the fire fighters questions. Children's welfare is fully safeguarded because the childminder has an excellent understanding of the procedures to follow if she is concerned a child is being abused. She has a written child protection procedure in place which she shares with parents. All current child protection documentation is available, including local referral contact numbers which are displayed on the notice board in the playroom. Current child protection documentation such as safeguarding children and what to do if you're worried a child is being abused is easily accessible.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children take part in an excellent range of organised activities, for example, they make animal masks using collage, and enjoy wearing the masks and looking at themselves in the mirror. They dress up in hats and clothes and play imaginatively as they move freely around the childminders home. The childminder plans an outstanding range of activities which she uses flexibly according to children's interests and the weather. Consequently they are well occupied and highly interested in taking part in everything on offer. For example, low level displays in the playroom show evidence that children have made Easter eggs from clay and paint and decorated them, grown cress seeds in egg cups, and built houses using real small bricks and cement. Children enjoy handling these objects and looking at things they have made. Current written topic planning includes handprints for the celebration of 'Holi', a Spring festival, making jelly with fruit in, icing cakes, Mothers day cards and gifts, and looking at crystals growing on a cardboard sheep.

The childminders communication with children is outstanding. She asks questions that extends their learning, is extremely observant of what children enjoy and consistently uses appropriate opportunities to interact within their play and capture their interest. For example, when children spontaneously play the xylophone, the childminder joins in with what they are doing and they all play the musical instruments together. She encourages children to listen and play in time to the music playing on the tape recorder and sing nursery rhymes. Children are very decisive

about what they want to play with, because the childminder ensures they have the opportunity to choose their own resources and helps them to set up the activity, for example, when they choose to use the play dough, listen to music and look at books.

Older children have the opportunity to do lots of creative activities, play board games, use clay, do cooking, and play outside. The childminder provides resources for older children to use in a more challenging way. Children's drawings are used to make a patchwork elephant displayed on the wall and there is a wide range of 'scrap resources' which are easily accessible for them to use whenever they want. Children show great enthusiasm for taking part in exciting creative activities because the childminder focuses on giving them the opportunity to independently make their own designs. Although she provides support and guidance, children are confident to try new challenges. For example, children work as a small group and with the childminders assistance make flowers from tissue paper and pipe cleaners. They develop skills with using scissors and enjoy cutting their own petals which they thread onto pipe cleaners. The childminder helps children to learn the names of the different parts of the flower.

Children concentrate well when listening to stories because the childminder sits on the floor and encourages children to choose the books she reads to them. They enjoy using props such as puppets to support the story, for example for 'the three little pigs'. The childminder asks questions and gives children lots of opportunities to join in. Consequently they are extremely confident with recalling and saying the words within stories. Children are beginning to learn to identify different colours because the childminder sets up a colour table which she changes every week. This is particularly in relation to children's individual learning needs, who help find objects in the playroom to put on the table. Children benefit from socialising with others and being part of large group at a children's centre, where they attend toddler groups on a regular basis which the childminder helps to run. Children have access to an excellent range of resources which are already set up whilst they are there. Children enjoy using the childminders garden on a regular basis which has a purpose built wooden sand pit with a folding lid, climbing equipment and a very large trampoline.

Helping children make a positive contribution

The provision is outstanding.

Children are extremely happy, secure and content in the childminders home, because she gives them lots of choices, opportunities to develop their personal independence and to be free to do what they want. Consequently children feel thrilled when they achieve something, such as being able to use the toilet by themselves. The childminder helps new children to settle in gradually with parents. When they first start she is observant of what they enjoy doing and makes sure that resources they like are easily available. In addition, the childminder takes children to the pet shop where they choose a fish to put in the tank in the playroom, which they name and help to feed.

Children's behaviour is exemplary because they know the expectations and rules. The childminder boosts children's self esteem and self confidence because she praises them a lot and gives stickers for achievements. If there are any difficulties she focuses on the good behaviour and speaks to parents to identify a strategy for improvement. This means that children are provided with continuity of care. The childminder has a very good relationship with parents. They receive

a parent pack as a hard copy and by e-mail which includes written policies and procedures. All parents are asked to sign to say they have read and understood them.

Feedback sheets from parents include exceptionally positive comments such as, the childminder shows a tremendous interest in understanding not only how to get the best out of my children, but also how to make them feel loved and special, she is very caring and attentive and they could not imagine someone better, there is a good selection of toys and activities, she is very well organised and always provides stimulation and activities for after school. Parents receive regular newsletters about activities and forthcoming events. This is in addition to the daily communication with the childminder about children's individual needs and progress.

Children develop a positive view of differences, because the childminder has an excellent range of accessible resources. For example, there are posters which reflect positive images of different cultures and beliefs, dolls and books. Children readily choose these resources, for example they play with a large doll in a wheelchair. Displayed photographs show children learning about Chinese new year and taking part in activities such as making a dragon head and eating Chinese food with chopsticks. Other wall displays include evidence of older children doing Chinese writing, making lanterns, and making a big large scale dragon from collage. Children often ask to look at the extremely interesting and varied range of resources from other countries, such as Russian dolls and masks which are on shelves in the playroom. The childminder collects the resources from different countries such as Ireland, Austria, Dubai, China, France and Belgium. Children learn about their own identity and the origin of their parents because the childminder displays a map of the world which has labels with children and parent names. She asks parents to provide information about the countries they originate from which she displays on stars around the map and discusses with the children. Consequently children are interested in information about each others families and the differences in culture in other parts of the world.

The childminder is currently caring for a child who has learning difficulties. Children's needs are well met because the childminder has an excellent knowledge of her individual needs and knows what is needed to ensure they are included in activities, through talking with parents, and providing additional resources.

Organisation

The organisation is outstanding.

Children have plenty of space to move around, and benefit from using a playroom which has a wealth of age appropriate and exciting resources. The playroom is set up to maximise opportunities for children to choose their own play equipment and take part in creative activities at small tables. Children's art work, such as faces they have made for Red Nose Day, hand painting, free painting and drawing is very attractively displayed at a low level around the room. This means that children can see what they have made and feel proud of their individual achievements. Children benefit from choosing to move freely between the garden and the house in good weather. The childminder sets up additional play equipment in the garden and also has resources available all year round such as a large scale fort, garage and train set which are easily accessible on the raised decking area. Children eat at a small table which the

childminder sets up in the spacious kitchen. They show very good independence as they help to get their own chairs and lay the table.

The childminder has an excellent knowledge of the large numbers of part time children she currently looks after and how their hours combine to meet her conditions of registration. An assistant is available to work with the childminder when she needs additional help and to meet ratios. The childminder provides a wide range of experiences for children and has written plans for topics which include activities related to the Foundation Stage curriculum and Birth to three matters. These plans identify links between the two sets of guidance which she displays on the playroom wall. The childminder keeps monthly reports of younger children's progress which are shared with parents. These are related to the guidance for birth to three matters and include written aims for the future development of each child. Each developmental record includes photographs of children's play and parents receive a full report for each child when they leave. This means that children are making good progress in all areas of their development and reaching their full potential.

The childminder consistently reviews her own practice and introduces ideas for improvement such as giving children chopping boards for preparing their own fruit at snack time and obtaining additional interesting play equipment and resources. This means that the quality of care for children is always improving. 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 obtain written parental consent to administer medication before minding commences. She has devised her own information for parents and obtained written permission to administer emergency medication before children start. This means that children's health 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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. 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

No recommendations for improvement are made because the quality and standards of care are outstanding.

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