

Inspection report for early years provision

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<b>Unique Reference Number</b>	113170
<b>Inspection date</b>	26 June 2007
<b>Inspector</b>	Clare Moore
<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 satisfactory. 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 adult son in Dibden near Hythe. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children under five and two school aged children. The childminder drives to schools to take and collect children and frequently takes them on outings. The family has two small dogs.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children are encouraged to lead a healthy lifestyle. They are protected from the risk of infection as the childminder keeps her home clean and also regularly cleans toys. She pays particular attention to items such as toy foods which sometimes go into children's mouths during imaginative play. The dogs regularly visit the vet for their immunisations. Children are protected

from the sun through the use of screening creams and staying out of direct sunlight during the heat of the day. Children can be treated in the event of an accident or an emergency because the childminder is first aid trained and has permissions in place to seek emergency medical treatment or advice should this be necessary.

Children are well nourished through a varied diet of foods such as fresh fruit, vegetables, cheese and meats, some of which is provided by parents and some by the childminder. The childminder sometimes takes children out for meals and offers them a selection from the healthier choices on the menu. Frequent sugar free fruit flavoured drinks are offered at meals and also between meals to keep children hydrated.

Children's fitness and physical development is promoted through games such as cricket, rounders and football. Younger children enjoy the see-saw and develop skills through steering and pedalling tricycles and throwing and catching balls. They also use the climbing frame at the park.

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

The provision is good.

The childminder encourages children to understand risk and to take appropriate action to avoid harming themselves. For example they know that if they run indoors they may get hurt, that they need to sit correctly on chairs and to handle tools such as scissors in safe ways to prevent injury to themselves and others. Children begin to find out about road safety as they start to take responsibility when crossing roads. They listen and look for traffic before the childminder asks them if they think it is safe to cross. Children are further protected from harm as the childminder makes sure her home is secure and that cleaning materials and medicines that could be dangerous are kept where they are inaccessible to children. Toys and equipment are checked frequently for breakages or sharp edges that may cause injury. She ensures that children do not have access to the first floor that is not safe for them by using a stair gate.

On outings she carries emergency contact details and a mobile phone to make sure she can inform parents in the event of an accident or emergency. She also carries a comprehensive first aid kit in the car. She discusses with older children who it is safe to go to for help if they are lost or find themselves alone and in need of assistance. Children are very carefully supervised and never left in the same space as the dogs without the childminder being present. They are within sight or sound at all times. This helps to ensure they are safe.

She is knowledgeable regarding child protection issues and would not delay seeking advice or reporting concerns. She also has written guidance to refer to should the need arise.

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

The provision is satisfactory.

Children enjoy attending and their independence is encouraged by the childminder. She stores many of the toys in a cupboard in the hall where the children can help themselves. They enjoy exploring colourful play dough showing delight when they discover some dough that sparkles with glitter. They use shape cutters and moulds to cut out animals and make play food. The childminder sits with them at the table and encourages them by making suggestions and giving praise for their achievements. They watch a children's programme on television when they have their lunch. They enjoy using their imagination when they role-play homes, families, going shopping and having picnics. They develop their language skills and a sense of rhythm when

they sing songs, take part in action rhymes and play percussion instruments. The childminder has a collection of books and reads stories to the children which help them to develop vocabulary and to appreciate books.

Children find out about nature and change as they observe frogspawn transform into tadpoles then frogs, visit the horse and on one occasion watched excitedly as a foal was born. They find out about foods and where they come from as the childminder talks to them, for example about pineapples growing on trees.

They also have opportunities to take part in craft activities such as using glue to preserve flowers then making cards with them. This has been limited in recent times as the childminder has spent some of her time travelling to provide continuity of care for the children she looks after following a house move. Children have a broad range of activities but the childminder is not yet informed about the development of children under three years of age through the Birth to three matters framework.

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

The provision is satisfactory.

The childminder ensures all children are treated fairly and valued equally. For example if one child has a particular treat she ensures that they all have the same. She helps them to develop a positive attitude to difference through, for example discussing the ways of doing things in different countries such as America when they come back from their holiday. She helps them to understand that there are other languages by occasionally using a Spanish or French word for, for example 'thank you' or 'good-bye'.

The childminder has experience in working with children with a hearing impairment and understands the need to work closely with parents and professionals to support children who have disabilities.

Children are co-operative as the childminder works with them to help them to develop negotiation skills, to share and to take turns. She has clear boundaries and explains to children the reasons for taking action to keep themselves safe or to wait their turn. She sets an example through being polite at all times and modelling respect to the children.

The childminder talks to parents informally about the service she provides, to keep them informed about the day and how their children are. However she does not yet have a system to ensure she covers all areas to include important issues such as child protection, children who are unwell, and what would happen if a child is not collected. She has a system to record a complaint if this occurs and has the Ofsted poster displayed to inform parents what to do if they have any complaints, comments or concerns that they wish to report.

### **Organisation**

The organisation is satisfactory.

The childminder has organised her documentation and has confidential records regarding accidents, administration of medication and accurate records of attendance. She has an up to date first aid certificate and signed contracts drawn up with the parents about the care of the children. Her certificate of registration is clearly displayed. She organises her time and routines around school and pre-school drop-offs and collections.

Appropriate checks were carried out on adults in the household at the time of registration but she has omitted to continue to ensure that all the required checks are carried out on members of the household who reach 16 years of age. 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 was asked to attend training, and to develop records regarding confidentiality and to improve aspects of safety.

Since then she has made progress by ensuring the records are only viewed by the parent concerned, has applied safety film to glazing and installed safety glass in the play house. This helps to keep children safe and respect confidentiality. However she has not yet attended training that is relevant to childminding practice which means that she has not yet been able to build on and develop the service she provides to the children and families.

### **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 satisfactory. 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):

- ensure Ofsted is notified regarding children in the household reaching 16 years of age
- develop the information given to parents about the childminding service
- develop knowledge and understanding regarding working together with parents and the 'Birth to three matters' framework.

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)