

Inspection report for early years provision

Unique Reference Number	120684
Inspection date	09 May 2007
Inspector	Ann Moss
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 1991. She lives with her husband and two adult children in a residential area of Kingfield, Surrey. The whole 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 five children, all of whom attend on a part-time basis.

The childminder walks/drives to local schools to take and collect children. The childminder attends local parent and toddler groups and takes children to the park.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop well emotionally because the childminder creates an environment in which they feel special and well cared for. For example, the childminder plans her daily routine to ensure children receive one to one attention, cuddles and praise. They learn about simple good

hygiene practice through daily routines such as hand washing before snack-time. Younger children have their personal needs promptly seen to and appropriate nappy changing arrangements minimises the risk of cross-infection. The childminder shares her written sick child policy with parents, which helps to prevent the spread of infection.

Children benefit from having nutritious meals and snacks and have their dietary needs met through the childminder liaising closely with parents. They have sociable mealtimes as they sit up to the table and thrive as they eat freshly prepared fruit such as banana and pear. They show their enjoyment as they ask for more. Children develop an awareness of the importance of drinks as the childminder encourages them to take plenty of fluids. Older children know they can ask.

Children participate in various activities that contribute to their good health. They exercise indoors with music and movement and use a variety of equipment in the childminder's garden to climb, slide and ride on. The childminder takes children to the local park and toddler groups to strengthen their muscles, using the activities provided.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a warm and welcoming environment. They gain a sense of belonging because the childminder greets them with a smile and displays art work and posters for them to see.

Children's safety is well promoted because the childminder is vigilant about potential hazards in and around the home and ensures risks to children are minimised. For example, they are unable to access less secure areas such as the stairs, or kitchen whilst cooking, through the use of a secure gate. As a result, children move freely and safely indoors and outdoors. Good use is made of space and children have easy access to a variety of suitable and safe play equipment and resources, which are regularly checked for hygiene and safety. Children learn how to keep themselves safe because the childminders talks to them about road safety and evacuation. Children know that before travelling in a car they must fasten their safety belt.

Children's welfare is safeguarded, as the childminder has recently updated her knowledge of child protection by completing a training course. She is aware of possible signs and symptoms of child abuse and neglect. She understands the procedures to be followed if she has a concern about a child and is confident in this respect. She informs parents of her responsibilities in this area through a well written child protection statement.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and form close relationships with the childminder. They feel confident to express their feelings and approach her freely for cuddles or play. This indicates that trusting relationships have developed.

Children choose freely from the range of good quality toys and materials set out by the childminder, which helps them to develop independence and self-initiate their own play and learning. They show interest and participate in a variety of worthwhile activities such as role-play, mark making, construction and cooking. This helps children to play creatively and build confidence and self-esteem. The childminder uses these play opportunities to support and encourage all areas of children's learning. For example, she introduces colour during their play

and praises their efforts to offer encouragement. Children are beginning to learn to share and take turns, for example, during story-time, they take turns to turn the page over. Children have good opportunities to initiate conversation through their play. Younger children communicate their wants and needs through their facial expressions and these are recognised and responded to by the childminder, ensuring no child is left out.

There are good opportunities for outings to help children learn about the wider world, develop social skills and build relationships. For example, children attend the local parent and toddler group where they meet and work with older and younger children. The childminder uses her developing knowledge of the 'Birth to three matters' framework, to guide and monitor children's progress.

Helping children make a positive contribution

The provision is good.

Children benefit from the childminder's positive attitude to inclusion. She gathers all relevant information from parents prior to admission. This ensures children's individual care needs are identified and met. She treats children with concern and respect. This helps children to make connections about acceptable behaviour. She encourages children to join in with activities and offers help, when needed. Children learn about the diversity within society through regular outings and the explanations offered by the childminder. They have access to some toys and resources; however, they do not reflect disability. As a result, the children's understanding of diversity is not fully promoted.

Children learn to behave well through the childminder's effective and appropriate behaviour management. She praises children and acknowledges their efforts. She sets clear, realistic boundaries for behaviour and diverts children from unwanted behaviour. The children benefit from the childminder managing their behaviour positively. As a result, children learn what is expected of them.

Children benefit from the good relationships established between the childminder and parents. The childminder makes time for daily conversation and provides clearly written policies, procedures and information about her practice and the child's day. She seeks parent's views and discusses any strategies for care, as needed. This exchange of information is beneficial to children and promotes continuity of care.

Organisation

The organisation is good.

Children benefit from a well-organised environment, regular routines and continuity of care. They learn through active and quiet play as they make good use of space and easily accessible resources. However, resources do not reflect disabilities. As a result, children's understanding of society diversity is not fully promoted. Children enjoy the close interaction of the childminder, who ensures they receive plenty of support during their activities due to her maintaining good ratios.

All required documentation, policies, procedures and permission as required by Ofsted for the efficient and safe management of the provision are in place. She has her certificate of registration on display, so parents are aware of her conditions of registration. She stores her records securely to ensure confidentiality is maintained. 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 ensure toys and resources, which reflect diversity are available to all children. Children now have access to a range of suitable toys and resources, however, they do not reflect positive images of disability. This means children's awareness of society's diversity is not fully promoted.

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):

- ensure children have access to resources and activities, which positively promotes their awareness of disability

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