

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY102169
<b>Inspection date</b>	30 April 2007
<b>Inspector</b>	Jacqueline, Ann Connell
<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 2002. She lives with her husband and two children, aged four and six years, in the village of Four Marks, Hampshire. The ground floor of the house is used for childminding and children have occasional access to the first floor for sleeping facilities. There is a fully enclosed garden for outside play. The family keep pet cats. There are currently three pre-school children on roll. Of these, two are part-time and one is full time. The childminder takes and collects children from the local school and pre-school. She attends the local parent/toddler group. The childminder has an appropriate qualification. She is a member of the National Childminding Association. (NCMA)

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children are cared for in a clean home where they learn the importance of good personal care and begin to develop an understanding of healthy living. The daily routines and discussions with the childminder help to achieve this. For example, each child has an individual towel in order to reduce the risk of cross infection. Children understand that washing their hands

regularly helps to stop germs from spreading and they do this consistently before handling food and after using the toilet. There are good procedures in place to ensure the cats do not pose a risk to children's health. The childminder does not take children who are unwell, which helps to prevent the spread of illness and infection. Children have daily opportunities for a sleep or quiet time, which promotes their good health. Their welfare is supported because the childminder has an understanding of their medical requirements and maintains appropriate records when she gives medication. She has a first aid qualification and there are procedures in place to record accidents. Parents sign the completed records so that they keep fully informed.

Children benefit from the nutritious, home-cooked meals, which always include a variety of vegetables. They have ready access to drinks and can choose from the wide selection of fruits when they feel hungry or need a snack. They develop a clear understanding of healthy eating through discussion at meal times when they each complete a wipe clean tablemat to show the different fruits and vegetables they have eaten during the day. This encourages them to try more of the healthy options and means that mealtimes are very social occasions. The childminder plans the menus to take into account the children's individual dietary requirements and has appropriate storage facilities for food supplied by parents.

Children take part in a wide range of experiences, which actively contribute to their good health and help them to understand the need for regular exercise as part of a healthy lifestyle. Most days they spend time outside in the fresh air, for instance when they go for a walk or play in the garden. They enjoy outings to the recreation ground or the local play centre. Activities using equipment such as the climbing frame, trampoline or sit and ride toys help to develop their physical skills, including their balance and co-ordination. Children are confident to try out new skills because the childminder offers appropriate support.

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

The provision is good.

Children are cared for in a child-orientated home where the displays of children's posters and the easily accessible toys help them to feel very welcome. There is a separate playroom and they have space to play freely. This helps to build their confidence and encourages their independence. They remain safe in the home because the childminder completes frequent checks, which enable her to identify risks and minimise hazards. She has good security arrangements and ensures children do not access areas where there may be some potential dangers. For example, there are safety gates to prevent them from climbing the stairs or going into rooms which are being decorated. Children learn about the importance of keeping safe through daily discussion with the childminder. They discuss road safety and understand why it is important to hold the pushchair or the childminder's hand when they go for a walk.

Children have the use of appropriate equipment, such as booster seats, to meet their needs. They independently select their own toys from the broad range of good quality, stimulating toys and play materials. These meet safety standards. Children remain free from harm because the childminder checks the equipment regularly to ensure it is safe and clean and closely supervises them as they make their choice. Toys are organised so that children only have access to those which are suitable for their age and stage of development.

There are procedures in place to protect children from fire. They learn about fire safety because the childminder discusses the emergency evacuation procedures with them and holds regular fire drills. The childminder has most parental consents in place in order to promote children's safety and welfare. However, she does not have written consent for children to use the swimming

pool or trampoline, which both present additional risks. She has a good understanding of her professional duty to safeguard children although does not have a copy of all the available guidance.

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

The provision is good.

Children settle quickly on arrival and are confident in their relationship with the childminder whose friendly manner helps them to feel relaxed and secure. They become increasingly independent because she offers warm support and gentle encouragement. This makes them eager to learn new skills and willing to ask for help with more challenging tasks. For example, when they are becoming toilet trained they know they will receive praise and be made to feel good about themselves.

Children under three years benefit from the childminder's understanding of the needs of younger children and her knowledge of the Birth to three matters material. All children enjoy the informally planned activities, which are stimulating and contribute to all areas of their learning. They discover the natural world when they hunt for bugs in the garden or grow plants such as tomatoes, beans or sunflowers. Playing with sand and play dough or collecting leaves in order to make a collage encourages them to explore different textures. Children's learning and concentration develops because the childminder initiates conversations which stimulate ideas and encourage their language development. For example, they discuss the interesting assortment of items in the treasure basket and then move on to count the number of buttons they have found in it. Younger children feel comfortable because the childminder is very aware of their limited attention span and provides a new activity when they start to show signs of becoming less involved. As a result, they are purposefully engaged in their play and find their time with the childminder to be exciting and stimulating.

Children relate well to one another and show pleasure in being together. They learn to socialise with other children and adults through regular attendance at local toddler groups. Looking at books together as well as visits to the library encourages their interest in books. Children have frequent opportunities to develop their imagination as they play with the small world equipment or engage in role-play games. They especially enjoy selecting from the wide range of dressing-up clothes.

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

The provision is good.

Children have a very good relationship with the childminder and she knows them well and responds to their individual and specific needs. For example, she knows their individual routines and their food preferences. This helps them to feel valued and respected as individuals. Children show care and concern for one other, and play happily together. They know and understand the clear ground rules for behaviour and behave well. For instance, they understand that they must share their toys and sit down when they eat food. They treat one another kindly and learn to show respect to other people and their property. They respond very well to the childminder's realistic limits and praise and they voluntarily do simple tasks, such as clearing away their toys. This encourages their self esteem and increases their independence.

Children have opportunities to increase their awareness and understanding of other people through resources, such as small world equipment and dressing-up clothes, which promote a positive view of the wider world. They sometimes have discussions about differences and

celebrate the festivals of other cultures, such as Chinese New Year. This helps children to value and respect others. They have frequent opportunities to learn about their local community when they walk to the local railway station or a near-by small-holding or go to the toddler group.

The childminder develops good relationships with parents and she works closely with them in order to follow children's home routines and ensure individual needs are being met. She keeps a written diary which helps her to give clear and accurate information to each parent during the daily feedback. Parents have some information to show how she manages her business, although there is insufficient detail to give them a thorough understanding.

### **Organisation**

The organisation is good.

Children feel settled and relaxed in the homely environment, which is organised so that they can play freely and become independent. They are familiar with the daily routine. This is planned, but flexible, in order to meet their individual needs. They benefit from the balance of active and quiet times and the regular opportunities for outdoor as well as indoor play.

The childminder is committed to additional training in order to extend her knowledge and thus enhance the quality of care she provides. She promotes children's safety and welfare because she maintains the required records and ensures all information relating to the children is kept confidential. This means that 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 the medication records are maintained and that public liability insurance cover is in place and up to date. The medication records are well maintained and there is a current, appropriate insurance document in place. These measures contribute to children's health, safety and welfare.

### **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):

- increase knowledge of the child protection guidance What to do if you're worried a child is being abused
- further develop the information given to parents and obtain their written consent for children to use the swimming pool and trampoline.

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)