

Inspection report for early years provision

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<b>Unique Reference Number</b>	159106
<b>Inspection date</b>	10 May 2007
<b>Inspector</b>	Catherine Hill

<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 2001. She lives with her husband and children, aged two and seven years. They live in a house on the outskirts of Sandhurst, Surrey which is within walking distance of local schools, parks and shops. The ground floor of the property is used for play with an upstairs bedroom used for sleep only. There is a fully enclosed garden available for outside play. The childminder can care for a maximum of four children at any one time. She is currently minding three children under five years on a part-time basis during the week. The childminder holds the Business and Technician Education Council National Diploma in Caring Services (Nursery Nursing).

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children keep healthy as they are protected from illness and infection. The childminder maintains the home environment to a high standard of cleanliness and uses gloves when changing nappies. Children develop an understanding of good hygiene practice as they have their hands wiped before and after eating. The childminder teaches them good practice with regard to personal

hygiene, as appropriate to their age, and ensures children remain clean and comfortable by wiping their noses as necessary. They receive appropriate care if they have accidents as the childminder holds a current first aid certificate and she maintains records of any accidents or medication administered. Written policies support her practice in promoting children's good health.

Children develop healthy bodies as they have a varied, balanced diet and opportunities for regular exercise. They eagerly devour grapes and apple segments and freely access their cup of drink when thirsty. The childminder has a good understanding of healthy eating and is proactive in developing her knowledge in this area by obtaining relevant literature. She is vigilant to children's needs and settles them for a nap when they tire. Children enjoy the freedom to move around the play areas and have ample space to practise control of their bodies as they try and crawl to reach resources. They go out daily in the fresh air with the childminder for walks or garden play.

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

The provision is good.

Children are settled and at ease in the childminder's home. The home environment is warm and welcoming and a good range of age appropriate resources are set out for children to independently access. They actively explore the toys and play, for example, with small world animals and figures. Children are safe and secure within the childminder's care. She has a high regard for safety and has identified and minimized the majority of risks although she has yet to securely anchor the garden slide and swing. Safety gates, socket covers and a fireguard are in place and the childminder has a written risk assessment to support her practice. She has a good range of written policies and procedures to ensure children remain safe including an uncollected and lost child policy. Children's welfare is safeguarded as the childminder has a good understanding of her responsibilities with regard to child protection. She has a written policy which she shares with parents and an excellent range of information on file for reference including both the Government booklet and local authority guidelines regarding child protection.

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

The provision is good.

Children are very happy and content within the childminder's care. They are constantly active exploring and investigating a range of different toys. They play with the toy farm and the childminder reinforces and develops children's vocabulary as she names the animals the children pick up and encourages them to find different animals. Children find a voice as the childminder responds to their vocalisations by talking gently to them and waiting for a response. They chat happily to themselves as they enjoy the freedom of independent play and absorb themselves in emptying the contents of a book box until they can see all the different books around them. They listen intently as the childminder reads them a story and laugh and have fun as they pretend to hide and then peep up. Children have excellent relationships with each other and the childminder and have very good opportunities to develop in all skill areas. For example, they learn about the wider world on outings and develop their social skills when mixing with other children at the local childminder drop-in group. The childminder has a good understanding of the Birth to three matters framework and maintains written records which show children's progress in relation to the framework.

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

The provision is good.

Children are thoughtful and kind and show consideration for each other. For example, older children pass younger children their drinks and greet younger children warmly when they wake from their nap to come and play again. They amicably share resources, such as play food, and chat with each other during play. They behave very well and respond positively to the childminder who acts as a good role model with regard to manners. The childminder has a variety of resources to develop children's understanding about differences and has a written equal opportunities and behaviour management policy to support her practice. She has established good relationships with parents. Parents are very well informed about the childminder's practice and all written policies are shared with them. Daily verbal exchanges and a daily message book ensure both parents and the childminder are kept well informed about children. Children benefit from this good communication between their main carers about their individual needs.

## **Organisation**

The organisation is good.

The childminder organises her time and resources very well to effectively provide children with excellent care and very good opportunities to develop in all skill areas. Children are relaxed, happy and have fun at the childminder's where they learn through appropriately supported play. The childminder is proactive in developing her knowledge and understanding of childcare procedures and evaluates her practice. Generally excellent, detailed documentation is in place to support her practice although the complaints procedure does not include Ofsted's contact address and a little detail is missing from some attendance records. Overall, the childminder meets the needs of the range of children for whom she provides.

## **Improvements since the last inspection**

The childminder has addressed the recommendation made at the previous care inspection regarding resources by extending the provision for children over five years.

## **Complaints since the last inspection**

Since 1 April 2004 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 garden play equipment is securely anchored, as appropriate to its use
- improve documentation by including Ofsted's contact address in the complaints procedure and by ensuring attendance records are signed by parents.

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)