

Inspection report for early years provision

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<b>Unique Reference Number</b>	116665
<b>Inspection date</b>	11 June 2007
<b>Inspector</b>	Samantha Hunt

<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 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 1995. She lives with her husband and two children aged 10 and 13 years in Flackwell Heath, Buckinghamshire. The whole ground floor of the childminder's house is used for childminding. 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 four children under five all day and two children over five before and after school, all on a part-time basis. The childminder walks to local schools to take and collect children. The childminder attends several local parent/toddler groups and takes children on visits to the local parks and library. The family has two rabbits.

The childminder is a member of the National Childminding Association and holds a paediatric first aid certificate.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Children develop an excellent understanding of their own health and hygiene through good practice and discussion with the childminder. They know they need to wash their hands after using the toilet because of germs. Easily accessible individual hand towels, face flannels, anti-bacterial soap and a step in the toilet effectively promote their good hygiene and independence. The childminder is a good role model as she washes her hands before and after preparing snacks and meals.

Children are well nourished. They freely access their individual drinks of water when thirsty and know they need to drink to help them grow. The childminder provides children with a very good variety of snacks and meals that include fresh fruit and vegetables. Snack and mealtimes take place at the table within the kitchen. Children sit and chat happily to one another and the childminder. They talk about fruits they like and identify them on the snack chart. The childminder collates information on children's individual dietary needs with parents before they start and a menu is displayed detailing meals she provides.

Children have daily opportunities to access fresh air and develop physical skills. The childminder takes children on outings and walks within the community. Use of equipment at the park and in the garden, such as footballs, a sand pit, and ride on toys, help to aid development and enjoyment further. Younger children sleep according to routine, this helps to promote good health.

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

The provision is outstanding.

Children play in a secure environment that is warm and welcoming. Play takes place in a well-stocked playroom where most toys are within easy reach. Toys and resources are of very good quality, well cared for and age appropriate. The childminder checks and cleans toys on a regular basis to ensure they are safe for the children to play with.

Children become aware of their own safety through effective discussion with the childminder. For example, she encourages them to walk when they go through to the toilet and tidy away toys they are not playing with so they do not fall over them. The childminder displays a written procedure of how to evacuate the premises in an emergency, and discusses how to contact emergency services with older children.

Children freely access all areas safely as the childminder has an excellent understanding of the safety issues in her home. She has taken effective steps to minimize risks to children's safety. For example, she carries out a daily check of her home before children arrive and uses a variety of safety features, such as a stair gate, socket covers, door wedges and cupboard locks.

The childminder has a very good understanding of child protection. She holds all required documentation and is clear about whom to contact should she have a concern. The childminder provides parents with written information about child protection include the steps they should take if they wish to make an allegation against her. This effectively promotes children's safety and welfare in the setting.

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

The provision is outstanding.

Children are happy, settled and clearly enjoying themselves. They play well together, engaging easily in conversation with the childminder and their peers. Pictures of familiar people in their lives and artwork displayed in the playroom help to make them feel part of the setting.

Children take part in a very good variety of activities, both planned and spontaneous, that includes imaginary play, reading stories, playing games, arts/crafts, cooking, and outings into the community. They enjoy tending the tomatoes and sunflowers they have planted. The childminder extends their learning effectively by asking the questions to make them think for example "Why do we need to water the plants?" As they enjoy a favourite story, the childminder reinforces learning opportunities, such as encouraging children to identify colours and count objects. They play a game of hide and seek, with the children taking it in turns to hide or count. Lots of laughter and excitement can be heard as both the children and childminder go off to hide as the counting begins. The childminder supports younger children so that everyone is included. She engages herself well with the children at their level, taking part and extending children's play, learning and enjoyment.

The childminder demonstrates an excellent understanding of the children's individual needs. She plans a daily routine that ensures children have opportunities to sleep, rest and play. This contributes to children being happy and relaxed in the setting.

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

The provision is outstanding.

Children behave very well, and are beginning to learn the difference between right and wrong, as the childminder reinforces clear boundaries. The children receive lots of praise and encouragement from the childminder as they play. Use of star charts helps to further promote and encourage positive behaviour. The childminder shares a written behaviour policy with parents and is proactive in discussing concerns with parents to promote children's well being.

Children have access to a good range of toys and experiences that promote positive images. These help them to become aware of the wider community and have respect for others. The childminder has a high regard for children's individual needs and treats all children with equal concern. They begin to form a sense of belonging because of the close relationships they are forming with one another and the childminder. She shows them lots of warmth and kindness and clearly enjoys their company.

The childminder promotes excellent partnerships with parents. She encourages parents to bring their children for several visits prior to starting. This helps to settle children and builds good relationships. A written daily diary informs parents about their child's day. All parents receive lots of written information about the setting, these include a sickness policy, behaviour management, and how to make a complaint, including how to contact the regulator. Written feedback from parents highly praises the care offered to their children by the childminder.

## **Organisation**

The organisation is outstanding.

The childminder has a very professional approach to childminding. She takes positive steps to improve her practise through regular reading of publications, attending training and gaining

feedback from parents. Information shared with parents, such as the certificate of registration, helps keep them informed about the setting. All regulatory documentation that contributes to children's health, safety and well-being is in place. Children's records of attendance, including time of arrival and departure, are accurately recorded and parents are asked to sign to confirm. All records relating to children, such as written contracts and personal details, are stored individually and confidentially.

Organisation of the setting is excellent and play opportunities for children are effectively maximised by the childminder. Children have plenty of space to spread out, explore, play and rest. They confidently move around the setting and freely access the well-organised toys with ease. 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 increase the selection of toys and resources reflecting positive images of race, culture, religion and disability. The childminder has extended toys, resources and experiences for children that include plenty of positive images of race, culture, religion and disability. These include books, games, videos, dressing up, puzzles, small world characters and posters around the setting.

### **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 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](http://www.ofsted.gov.uk)