

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY344134
<b>Inspection date</b>	18 June 2007
<b>Inspector</b>	Amanda Jane Tyson

<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 2006 and is currently caring for four children aged from one to five years, who attend at various times throughout the week. She lives with her partner and pet dog in Hersham in Surrey. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outdoor play. The childminder is registered for overnight care, although there are no children currently using this service. The childminder walks to local schools to take and collect children and she has the use of a car. Her home is situated within walking distance of community facilities such as parks, schools, library, shops and play centres.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

The childminder is gentle and kind in her approach and is clearly very fond of the children. Her home is warm, clean and welcoming to children which makes them feel secure and happy. Children take part in daily physical exercise which keeps them healthy; they are very fond of the childminder's friendly pet dog (a Tibetan Terrier) and love to take him for walks. They visit the park where they are able to use climbing and balancing apparatus and enjoy weekly swimming

and visits to a local soft play centre which challenges their gross motor skills further. The childminder makes good use of her own garden and makes sure that during summer months children are well protected from the sun with barrier cream and hats. She has completed a certificated paediatric first aid course which means she knows how to treat minor injuries and to respond to certain emergency situations. The childminder is fully aware of children's health and medical history, and of parental wishes in relation to caring for children if they become unwell. However, not all of this information has been well documented. As a result of the childminder's perseverance and innovative ideas for introducing new tastes, such as fruits and vegetables, children are developing a fondness for healthy and nutritious foods. Children enjoy snacks and meals because the environment is relaxed and sociable with everyone sitting together at the table.

The risk of cross infection of germs to children is minimised by good hygiene practice. The grass is checked daily for any dog mess and she takes instant hand sanitising gel with her on outings so that hands can be washed when warm water and soap are not readily available. Children that sleep have their own linen and independent hand washing is enabled with the use of steps in the cloakroom.

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

The provision is satisfactory.

Children are cared for in a well maintained and secure environment. Good perimeter fencing and attention to keeping garden gates locked ensures that children are unable to leave the premises unsupervised. First floor windows are carefully locked and child safety gates prevent children from accessing certain areas within the home such as the stairs and kitchen. However, there are some hazards which require attention. For example low level glass mirrors present a risk from shattering, some electrical sockets are accessible and not enough attention has been given to ensuring that the fire blanket is easily accessible in the kitchen or that children are clear about where to go and what to do in the event of a fire. Nevertheless, the childminder has taken good and proactive steps to ensure children's safety whilst on outings. They wear wrist bands with her name and mobile telephone number detailed to enable a speedy reunion with her if found by a responsible adult. She carries documentation detailing her as a childminder and the children's names, age and parental contact numbers in case she herself becomes unwell.

The childminder has a good supply of play and learning resources which she keeps in good condition. Resources are stored so that children can access what is safe for their age and stage of development. Older children fully understand the importance of keeping small parts and hazardous resources such as scissors, away from babies and toddlers.

Children's welfare is safeguarded by the childminder's clear understanding of the procedure to follow should she become concerned about a child. She has made sure that parents fully understand her child protection regulatory responsibilities by detailing them within a written policy which she gives to parents.

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

The provision is good.

Children benefit greatly by the childminder's very secure knowledge and understanding of how children learn through play, of their age and stage of development, and individual interests. She uses this information to plan a wide range of exciting and interesting activities. For example, after a busy day in a school environment older children relax and have fun making crafts and

baking cakes. Younger children enjoy the one to one attention when she takes them swimming, and visits to soft play venues, local parks and the library are a regular feature. The childminder pays equal attention to ensuring that children spend time playing within the home so that they learn to initiate their own games and use their imagination. Babies and toddlers are becoming confident and competent learners because the childminder ensures that they are fully included in activities such as painting, singing and using instruments, listening to stories and building models with bricks. The childminder ensures that young children have plenty of opportunities to explore and experiment using their senses. Older children are well challenged by the childminder's ideas and questions, for example to create a wavy and a straight line, and to phonetically link letters to sounds. The childminder clearly enjoys the children's company, she consistently engages them in conversation, joins in their play and takes time to listen and respond to what they have to say. This builds their confidence and enthusiasm.

Relationships between the childminder and the children are strong and affectionate. Younger children are reassured by her physically demonstrative nature and their sense of belonging is helped by the way that she arranges the play resources each day so that they are easily accessible to the children.

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

The provision is good.

The childminder finds out all about children prior to the commencement of a placement through discussions with parents and during the well planned gradual settling-in process. She spends time talking and listening to the children and then uses this information to plan activities that she knows will particularly inspire their interest and enable all children present to take part together regardless of their age and stage of development. Children are accepting of differences between people because the childminder ensures that they are naturally exposed to diversity within the community and through play and learning resources and activities. Children play imaginatively with multi-cultural dolls and small-world people figures, they look at books which depict positive images of ethnicity, gender and disability and she is constantly on the look out to supplement her supplies. Whilst the childminder has never cared for children with physical and/or a learning disability before, her knowledge of child development is sound and she demonstrates a high level of commitment to early years childcare. These attributes equip her well to recognise possible developmental concerns and the confidence to share them appropriately with parents to initiate early intervention for children.

Children behave very well. Older children are considerate and understanding towards younger children. They use common courtesies such as 'please', 'thank you' and 'excuse me' routinely, demonstrating excellent manners. Children understand the reason for the childminder's house rules such as no climbing on the sofa and the importance of hand holding to keep them safe when they go out. Children's confidence and self esteem is constantly raised by the childminder's consistent use of praise for their efforts and achievements.

The childminder maintains high levels of verbal communication with parents so that they are well informed about children's progress and development, and of their daily care routines. This effective parent-childminder has considerable benefits for children because both parties work closely together to provide consistency and continuity of care and learning to the children. For example, encouraging healthy and more varied food consumption and encouraging children's literacy development. The childminder has devised some policies and procedures which explain her regulatory responsibilities such as how to make a complaint. There are systems in place to agree all aspects of care, but some lack detail.

## **Organisation**

The organisation is satisfactory.

The childminder is highly secure in her knowledge and understanding of child development. Her organisation and planning of activities to promote play and learning within her home are excellent. The childminder maximises the use of her indoor space and community facilities and takes meticulous care when preparing for outings. She completed mandatory Introduction to Childminding Practice and First Aid training well within the required timescales. Most required records and documentation, such as a register of children's daily attendance are in place and maintained. However, some, in particular children's health information, lack necessary detail; name of doctor, health visitor and immunisation dates. Not all records on children are kept together. This compromises their effectiveness as a tool for monitoring children's health, safety and well-being; they are a little disjointed. Nevertheless, the children are exceptionally happy and are well stimulated in their learning and development. The childminder meets the needs of the range of children for whom she provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration 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):

- implement improved systems for record keeping to ensure that children's welfare, care and development is well monitored; pay particular attention to health and medication records.
- take immediate steps to improve safety within the home; pay particular attention to low level glass, electrical sockets and fire safety prevention.

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)