

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY270906
<b>Inspection date</b>	11 May 2007
<b>Inspector</b>	Lisa Jane Cupples

<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 has been registered since 2004. She lives with her husband and their two children in a detached house in the village of Clanfield, Waterlooville in Hampshire. The home is within close proximity to schools, shops and parks. The minded children have access to the ground floor with rest and sleep facilities on the first floor and there is fully enclosed garden for outside play.

The childminder is registered to provide care for a maximum of five children at any one time and is currently minding 11 children on a part-time basis. The childminder walks and drives to local schools and pre-schools to take and collect children. The family have two gerbils.

The childminder supports children with learning difficulties and/or disabilities and she is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are beginning to learn the importance of personal hygiene and are developing good self care skills through daily routines. For example, when children come home from pre-school they are encouraged to wash their hands before lunch. The childminder talks to the children about 'washing away the germs', helping them to develop an understanding about why it is important to wash their hands. However, the children all use the same hand towel after washing their hands which does not help to prevent the possible spread of infection.

The childminder has an extremely clear understanding of the procedures to record all accidents that occur on the premises. The records are very detailed and show exactly what happened, how it happened and how the children were treated. Parents sign to acknowledge that they have been informed, helping to keep children healthy. Children will receive appropriate treatment if an accident occurs because the childminder holds a current first aid certificate and a fully stocked first aid kit is in place.

The childminder provides all meals and snacks for the children at this time. The childminder has a very flexible approach to meeting the needs of the families and parents can supply their own children's food if they wish. The childminder provides menus for the parents and ensures fresh fruit and vegetables are available everyday. She cooks home-made meals for the children on a daily basis. Children are beginning to understand about healthy eating through daily discussions and talk openly about which food is good for them. The childminder finds out about each child's allergies, medical, cultural needs and parental preferences through discussion, ensuring that her practice reflects the needs of the children and their families.

Children have ample opportunities to develop their large muscle skills during activities in the garden and on outings. They enjoy a wide range of physical activities, such as bouncing on the large trampoline, playing ball games and using wheeled toys. The childminder ensures the children go outside daily for walks or to local parks to reap the benefits of the fresh air.

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

The provision is good.

The childminder provides a warm and welcoming home for the children. The rooms are brightly decorated and the children's work is displayed around the walls in the kitchen, valuing the children's achievements. The premises are extremely clean and well-maintained, providing a safe and healthy environment for the children. They are able to move freely around the ground floor of the house, and have access to the lounge, play room, conservatory, kitchen diner and garden, developing their self-confidence. They have ample space to participate in an extensive range of activities, independently or in small groups with the childminder.

Children have access to an extensive range of suitable equipment and resources, helping to promote their development and learning in all areas. The resources and toys are in extremely good condition and are brightly coloured to attract the children's interest. The resources are stored in low-level units and on shelves around the room, enabling the children to choose their own activities and see the full range of options, developing their freedom of choice and decision making skills effectively. The equipment and resources are clean and well-maintained; the childminder checks the toys daily to make sure nothing is broken or damaged, helping to keep

the children safe. The childminder has good systems in place to maintain the cleanliness of the equipment.

Children are protected because the childminder is vigilant and removes all potential risks to the children. For example, all medicines and cleaning materials are stored safely, out of the reach of children in the utility room and all accessible plug sockets are covered. The trampoline in the garden has safety netting around it to prevent the children from falling off. However, the childminder does not have written permission from the parents for children to use the trampoline at this time. The children learn to keep themselves safe through daily discussions and routines. For example, they know what to do in an emergency. The childminder practises the fire drill regularly with the children so they are all fully aware of what to do if an emergency occurs.

The childminder has an exceptionally clear understanding of child protection procedures and discusses her responsibilities with the parents before the children attend. She also shares an information leaflet with the child protection teams phone number on, helping to keep them informed. The childminder records all existing injuries and asks the parents to sign the entries. Through discussion the childminder was able to demonstrate that she would recognise the possible signs or symptoms of abuse and would contact the relevant parties to protect the children if concerns were identified.

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

The provision is good.

The childminder has a clear understanding of the developmental needs of children and this enables her to differentiate the activities effectively, ensuring all the children can participate fully. For example, older children sit at the table playing board games, while younger children enjoy floor activities, keeping them safe from the small pieces. Children enjoy an extensive range of art and craft activities and are able to choose the materials freely, creating their own ideas, developing their imaginations fully. Children benefit greatly from the good quality interaction with the childminder. She talks to them continually as they play. The children recognise numbers, letters and colours and the childminder extends what the children have been doing at school and pre-school, providing the resources for the children to consolidate their learning effectively.

Children have open access to a variety of writing materials and have many opportunities to develop their emergent writing skills. The childminder encourages the youngest children to attempt to write their names on their pictures, in line with the local pre-school practice, building on what the children learn away from the setting, providing the children with a very consistent approach from the childminder. Children go on outings to a wide range of places, often with other childminder's and their children to fully develop the children's social skills. They visit country parks and the children wear wrist bands with the childminder's telephone number on for safety.

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

The provision is good.

The childminder has a clear understanding of equal opportunities and ensures all children have equal access to the resources and activities available. Children benefit from the childminder's experience as they learn to share and take turns easily. The childminder has an equal opportunities policy which she discusses with the parents, helping them to understand that

she is an equal opportunities provider. She explains to parents that it means she accepts all children into her care and ensures they are all treated as individuals, taking their different needs into account. Children's individual needs are met extremely well because the childminder takes the time to get to know each child and their families well, this develops a real sense of belonging and the children feel valued when the childminder talks about their siblings and other family members. The childminder finds out about the children's needs and preferences through detailed discussion with the parents and she records the details on their registration forms.

The childminder has no experience of working with children who have any specific requirements, although she works very closely with all the parents to ensure she provides the best possible care for the children. She has a positive approach towards caring for all children and she is happy to liaise with other agencies to support all children and their families. The childminder would be happy to complete additional training if required to meet the needs of the children in her care.

Children are developing a strong sense of right and wrong because the childminder has clear rules and boundaries in place, which are implemented consistently. Children's behaviour is extremely good because they know exactly what is expected of them and receive the same messages. The childminder is a positive role model and deals with unwanted behaviour calmly and with a relaxed manner. For example, the childminder uses distraction with younger children, and talks to older children about what happened and how they would feel, helping them to develop a clear understanding of acceptable behaviour.

Children benefit from the extremely good relationships between the childminder and their parents. The lines of communication are open and information is shared both ways, enabling the childminder to work in harmony with the parents, providing care which is consistent with the children's home life, making them feel safe and secure during their time at the setting. The childminder shares information with the parents verbally at collection time, they talk about how the children have been, what they have been doing and any other things that have happened, helping to keep them informed and uses a daily home diary for children under five years.

## **Organisation**

The organisation is good.

The childminder organises the daily routines exceptionally well, taking into account the needs of the children who attend. For example, the childminder sets up suitable activities while the children are in pre-school, taking their individual interests and favourite activities into account. Children are fully occupied and engaged throughout their time at the setting. The childminder ensures activities are planned in advance and has all the necessary equipment and materials set up nearby to enable the sessions run smoothly. The children are never left waiting around for something to do. The childminder meets the needs of the range of children for whom she provides.

The childminder maintains the correct ratios, helping to protect the children and ensure they are fully supervised and receive good support at all times. Children's health, safety and general well-being is supported effectively because the childminder has a clear understanding of the requirements of registration and the inspection process. Most of the relevant paperwork is in place, accurate and maintained to a high standard, protecting the children in her care.

### **Improvements since the last inspection**

At the last inspection the childminder was asked to request written permission from parents for seeking emergency medical advice or treatment. The childminder prepared a document on her computer and has obtained signatures from all the parents of the children in her care, ensuring that the children will receive appropriate attention if an accident occurs.

### **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):

- obtain written permission from the parents for children to use the trampoline in the garden
- improve hand washing procedures to help prevent the possible spread of infection.

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)