

Inspection report for early years provision

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<b>Unique Reference Number</b>	119009
<b>Inspection date</b>	21 May 2007
<b>Inspector</b>	Anne Jeanette Faithfull

<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 registered in 1991. She lives with her husband and adult children in Bracknell, Berkshire. The whole of the ground floor of the childminder's home is used for childminding, with provision for children to sleep upstairs. There is a fully enclosed garden for outside play.

The childminder's registration is to care for a maximum of six children at any one time and she is currently minding two children on a full-time basis and five children on a part-time basis. The childminder walks to local schools to take and collect children. She attends the local toddler group and takes children to the local library and park.

The childminder is a member of the National Childminding Association.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children stay healthy because the childminder has highly effective procedures in place, to ensure good standards of hygiene and to minimise potential for the spread of infection. The childminder gives high priority to ensuring that children's individual needs are met, particularly in relation to hygiene, for example, reminding children to wash their hands and providing paper towels for them to use. Children benefit from a positive role model, this helps them to begin to learn about good hygiene procedures. A suitably equipped first aid box is available to deal with any minor injuries and an accident record book is available. Parents receive a copy of the medication she has given their child, however, the childminder does not retain a copy for her own records.

Children enjoy food that has been prepared in their own homes. The childminder stores the food appropriately to ensure it remains fresh and appetising. She encourages the children to choose which items of food they would like to eat first from their packed lunch. The childminder gathers and uses information regarding allergies and dietary needs appropriately. Children enjoy easy access to drinks of water to prevent dehydration. Children have access to a range of interesting and challenging activities, which they enjoy and which promote their physical development and good health, for example, the trampoline and bikes in the garden and taking children for walks in the park on their way home from school. The childminder ensures all children benefit from fresh air daily.

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

The provision is good.

Children are cared for in a very clean, welcoming, family orientated environment. Risks of accidental injury are minimised because the childminder is vigilant and has procedures in place to ensure children can play in a safe and secure environment. The floor space is utilised very well to provide a large play space for children to use a range of toys, for example, the train set and large Lego. Toys and resources are stored in low level storage boxes around the downstairs of the home so children can independently choose the toys and resources they wish to use. The childminder regularly checks the toys and equipment to ensure they remain suitable for the children's use.

Sensible measures are taken to ensure the safety of the children. For example, smoke detectors are tested when children are present so they are becoming aware of the noise the smoke detectors make and the action they have to take. Children develop a good awareness of their own safety as they learn to cross the road as the childminder reminds them to stop before they reach the edge of the pavement and to look and listen.

Children are protected and safeguarded from harm as the childminder has a good understanding of her role with regard to child protection. She is aware of the procedures to follow should she have concerns about a child in her care. She holds all of the required paperwork to record existing injuries and incidents.

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

The provision is good.

Children are secure and confident in the childminder's home; they settle well, and are at ease in the setting. They confidently speak to visitors showing them photos on the picture board of activities they have taken part in and the other children who attend. Children readily approach the childminder's adult daughter asking her to participate in the activities with them, for example, she helped a child build a tower with the Lego bricks. The childminder is involved in the children's play and interacts well with them, for example, asking a child about the sponsored obstacle course they had participated in that morning at the local pre-school. The childminder recognises the needs of younger children; her warm, patient and tactile manner helps to reassure them. Their care, learning and play are enhanced through the childminder's very clear understanding of child development and her regard and use of the Birth to three matters framework.

The childminder provides a variety of appealing toys, books and activities. Children access the resources easily, and clearly enjoy the toys, which promote their development and learning in all areas. They occupy themselves happily, as the childminder provides opportunities for them to play both indoors and outside, for example, painting with water in the garden. The childminder monitors their choice of toys and activities ensuring that they are safe and appropriate, but allows them sufficient freedom to explore and make decisions about their play. The childminder praises children's efforts and tells them they have done well and should be proud of their achievements. This positive encouragement ensures that children feel valued and motivated.

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

The provision is good.

Children are valued and respected as the childminder ensures that she is aware of their individual needs and is able to meet these consistently. Their daily routines are discussed with parents and the childminder adheres to these as much as possible, helping children to feel secure and comfortable. Children develop a sense of place and learn about where they live through the regular outings within the local community, for example, to the park and walking to the local schools.

Children's knowledge and understanding of other cultures and ways of life are promoted through the childminder's positive outlook and approach. She has a map of the world for children to look at on the kitchen wall and a variety of books, dressing up clothes and dolls help to promote different cultures. Children are well behaved. They are aware of the boundaries and the childminder manages children's behaviour calmly and patiently. This encourages children to respond effectively to any guidance and praise.

The childminder has developed good relationships with parents, which contributes to their well-being. Information regarding the child's activities and experiences are shared with the parents on a daily basis. This enables the childminder to share relevant information about each child and ensures that parents are fully informed about their care. Parents' appreciation of the childminder's care is recorded in thank you cards they and their children give to her when they leave. Parents comment on how she has helped their child's confidence, language, learning and development.

## **Organisation**

The organisation is outstanding.

Children's overall welfare and development is promoted as the childminder is very well organised, arranging space and resources to maximise care, learning and play opportunities for the children. Children are happy and settled in the very calm environment. They move around safely, with independence and effective supervision. The varying daily requirements of children are consistently met by the childminder, who confidently adapts her routine and activities to ensure their individual needs are met.

The childminder has a range of robust and comprehensively written policies and procedures in place. They address each of the National Standards and have a positive impact on children's safety and well-being. All mandatory documentation is in place and regularly reviewed and updated. Children benefit from the care of a childminder who is highly motivated and regularly attends training courses. She has obtained the NCMA Quality First Accreditation. The childminder's excellent knowledge and practice ensures that all children are able to develop their full potential. She continually monitors and evaluates her practice. This further enhances the childminding service she offers children and their parents. The childminder meets the needs of the range of the children for whom she provides.

## **Improvements since the last inspection**

At the last inspection the childminder was asked to make available to parents a written statement that provides details of the procedure to be followed if they have a complaint. The childminder has produced a written statement for parents which informs them of the procedures to follow if they have a complaint.

## **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):

- ensure a record is kept of any medication given to children

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)