



Inspection report for early years provision

Unique Reference Number	126155
Inspection date	07 September 2005
Inspector	Janette Mary White

Type of inspection	Childcare
Type of care	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.

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 1998. She lives with her husband and one school aged child in Wouldham, Rochester, Kent. All areas of the property are used for childminding and 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 eight. All these children are cared for on a part-time basis. The childminder walks and drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a dog and two guinea pigs. The childminder supports children with special needs.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities which contribute to their good health. Each day there are outdoor activities to help them develop control of their bodies, for example garden games and regular visits to local parks help to improve children's physical skills. They become increasingly aware of the way activity affects their bodies and know when to take a drink or a rest. The younger children join in the activities enthusiastically because the childminder makes frequent use of the Birth to three matters framework. Her good understanding of appropriate types of activities and levels of support gives them confidence to try out new skills, set their own limits, and know when to ask for help.

Children are cared for in a warm, clean home where they learn the importance of good hygiene and personal care. Their clear understanding of why they must wash their hands after handling the dog and the guinea pigs, and after using the toilet, reduces the risk of cross-contamination. Children begin to understand the benefits of a healthy diet. They ask or help themselves to drinking water and a range of juices throughout the day. The childminder takes account of the wishes of parents and the children's choices to provide nutritious meals and snacks that appeal to the children and meet their dietary needs. Some details and the parent's signatures are missing from the medication and accident records.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a spacious home where risks are identified and minimised. This means they are able to move around safely, freely and independently. The childminder gives effective priority to helping children understand how to keep themselves safe and to maintaining children's safety outside the home. There is a procedure for emergency evacuation, although this has not been recently discussed or practised with some of the children.

Children independently select activities from a wide range of good quality toys and equipment that meet safety standards. The childminder carefully monitors and supervises the children's choice of toys to make sure they are safe and appropriate for their age and stage of development. The childminder has procedures and documents in place to ensure children's welfare is safeguarded and promoted. For example, the childminder holds a current first aid certificate and has a competent understanding of child protection procedures in line with the Local Authority procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are settled and make themselves at home in the childminder's house. Children demonstrate high levels of well-being and involvement. They show great pride in their achievements and are overjoyed in completing a mosaic picture to their satisfaction. This is due to the childminder praising them frequently for their individual efforts. Children become independent as they choose between a variety of toys, books and activities which appeal to all. The childminder purposefully uses the Birth to three matters framework to adapt activities such as singing, story telling and drawing to promote younger children's learning. All children listen and respond to stories, rhymes and songs.

Children spend their time purposefully. They enjoy exploring a wide range of activities which contribute to their creativity, such as dancing, listening and moving to music, painting, baking, model making and mosaics pictures. Younger children benefit from lots of close contact with the childminder. Their communication skills are promoted, she spends a great deal of time talking and playing with them. Children play purposefully and are happy, relaxed and confident. They show good levels of self esteem and a sense of belonging. The childminder allows them to explore and investigate the natural world in the garden by smelling, tasting, touching and feeling. For example, the children plant and grow seeds. Children actively communicate with the childminder as they talk about their favourite activities and home life.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed, acknowledged and affirmed by the childminder. They demonstrate a strong sense of belonging, and are confident enough to initiate communication and offer their own ideas. Children are provided with a challenging range of toys, resources and experiences. They take delight in making creations to take home for their siblings and parents such as mosaic pictures. They learn about themselves, one another, and the wider world, because they have access to resources and experiences that which promote positive images of equality. For example, the use of multicultural resources promotes a wider understanding of the differences and similarities between them. Children learn about their local community as they visit places of interest such as a farming museum as well as routine outings to the library and local parks.

Children are treated as individuals and with equal concern by the childminder. They feel secure and benefit from consistency of care, which comes about through the childminder and parents working very closely together. Although, some information is not in place and this narrows the parents understanding of the service provided. The childminder has a positive attitude towards caring for children with special needs and works in partnership with the parents to meet the child's individual needs. Children are well behaved and understand the behavioural boundaries set by the childminder. They show confidence when choosing what they would like to play with and the childminder encourages and praises children regularly during their time with her.

Organisation

The organisation is good.

Children are comfortable and settled within a very well organised environment. They feel secure and at ease with the childminder and their surroundings. As a result, they make themselves at home, lead in their play and are not afraid to ask for what they need. Some information is available to ensure parents are informed about the provision and this contributes to continuity in the children's care to ensure children's welfare. Care and learning are consistently promoted. The childminder does not have Criminal Records Bureau clearance letters. The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

The childminder was asked to update her equal opportunities and child protection policies. She has attended a child protection course to develop her knowledge of the Local Authorities procedures in order to extend her understanding of her responsibilities to the children.

Complaints since the last inspection

There are no complaints to report.

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 that children know and understand the procedure for evacuating the premises in an emergency.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk