

Inspection report for early years provision

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<b>Unique Reference Number</b>	113093
<b>Inspection date</b>	25 September 2007
<b>Inspector</b>	Jacqueline, Ann Connell
<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 1991. She lives with her husband and three teenage children in Alton, Hampshire. Children use the ground floor of the house, with the exception of the kitchen. They have access to the bathroom and one bedroom on the first floor, which is used for sleeping purposes. There is a fully enclosed garden for outside play. There are currently three part time pre-school children and two school aged children on roll. The childminder also cares for children over eight years of age. The childminder drives to local schools to take and collect children. She attends local parent/toddler groups. The family have a dog which does not have access to the minded children.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children benefit from a range of experiences which help them to develop a healthy lifestyle. They have frequent opportunities to be out in the fresh air. Most days they go for a walk, visit the park or play in the garden. They develop their physical skills when they play ball games or ride the wheeled toys at the toddler group. They have fun playing on the equipment at the

park. Visits to a friend's allotment provide an opportunity to learn about healthy eating. Children help pick soft fruit and to dig up potatoes and carrots. They learn why these are good for you and take some home to sample. Although parents supply most meals and snacks, the childminder is aware of children's individual dietary requirements. She has appropriate storage facilities for food supplied by parents. Meal times are social occasions because the children sit together at the table and enjoy relaxed conversations. Drinks are available at all times. This means they can decide for themselves when they feel thirsty.

Children are cared for in a clean home. They learn the importance of good hygiene and personal care through discussion with the childminder and the healthy routines. For example, they wash their hands before meals and after using the toilet. They have the opportunity to rest and sleep, in line with their parent's wishes. They keep protected from illness and infection because the childminder has effective health and hygiene procedures. Their welfare is supported because she has a good understanding of their medical requirements and maintains records when she gives medication. She has an appropriate first aid qualification and there are procedures in place to record accidents. Parents sign the completed records so that they keep fully informed.

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

The provision is good.

Children are cared for in a friendly, homely environment. The child height furniture and easily accessible toys makes it especially welcoming for them. They have space to play freely and are able to move around confidently. They independently select their own toys from the range of good quality, stimulating toys and play materials. They remain free from harm because the childminder checks the equipment regularly to ensure it is safe and clean. She closely supervises their choice of equipment to ensure they play with toys which are appropriate for their age and stage of development.

Children keep safe because the childminder identifies and minimises risks, both indoors and when taking the children out. There are good security arrangements. The older children know the procedures for fire safety because childminder discusses the emergency evacuation with them. All children learn the importance of keeping safe because the childminder gives high priority to developing their understanding. For example, they learn about road safety when they go for a walk. They know the importance of staying close to the childminder when they are collecting children from school. The childminder has the required consents in place to support children's welfare. She has a good awareness of her professional duty to safeguard children and she understands the child protection procedures.

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

The provision is good.

Children settle well and are confident in their relationship with the childminder. She is very welcoming and offers consistent warm support and encouragement. This inspires their confidence and helps them to feel secure and relaxed. For example, she gives a young child, who is feeling tired, a cuddle in order to boost her confidence. Children become increasingly independent as they choose from the good selection of well-organised toys and equipment. These provide challenge and cover all their developmental needs.

Children enjoy the informally planned activities and experiences which are stimulating and extend their learning and creative skills. For instance, they love to go on nature walks to feed the ducks at the pond. They like to do simple cookery and they create a variety of shapes using

the play-dough. School aged children enjoy making pictures with the hamma beads. Children's learning is extended through the effective interaction with the childminder. For example, she counts as they climb the stairs and discusses the different food when a child prepares an imaginary meal. Children develop their communication skills by taking part in informal, spontaneous conversations. They feel encouraged to speak because the childminder is patient and listens carefully to them. She gives them opportunities to talk and offers encouraging ideas to further the conversation. Children become involved in role-play games and enjoy looking at books. Older children benefit from visits to story time at the library.

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

The provision is good.

Children have a good relationship with the childminder. She knows them well and responds to their individual and specific needs in a sensitive manner. This helps them to feel valued and respected as individuals. For example, she recognises when they are feeling especially anxious or tired. Children show care and concern for each other and learn to respect other people and their property. They feel secure and behave well because they understand the ground rules for behaviour. For instance, they know that they must listen to one another and share the toys. They respond well to the childminder's praise and encouragement when they are polite and behave well. They enjoy helping with simple tasks, such as putting away their toys. This encourages their self esteem and increases their independence.

Children have opportunities to increase their understanding of other people in the community when they visit the market or the library. Outings to local toddler groups develop their ability to relate to a wider group of children and adults. This extends their social skills. They learn to develop a positive attitude towards others through discussion with the childminder. For example, they talk about differences when they look at books, such as, Children Just Like Me. They discover that people speak in different languages when they learn a few words in Polish and German.

The childminder develops a positive relationship with parents and she works closely with them in order to follow children's home routines. She has introductory meetings, which help her to get to know the children well. She has a daily exchange of information with parents so that they can work together to get the best outcome for the child. She gives parents verbal information about her setting during the introductory meetings. However, they do not receive any written information to give a clear understanding of her policies and procedures and how she organises her business.

### **Organisation**

The organisation is satisfactory.

Children feel secure and comfortable in the welcoming environment. This encourages them to play freely and become independent. They are familiar with the daily routine. This contributes to their sense of security. The routine is flexible in order to meet individual needs. Children benefit from a balance of active and quiet times and a blend of indoor and outdoor play.

The childminder links with other childminders, meeting them for joint play activities. This broadens the range of the children's experience. She attends occasional training in order to develop her skills. She has the required children's records and there are written policies and procedures in place. However, these do not relate specifically to the childminder and there are

some inconsistencies with her daily practice. Overall, 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 obtain a relevant first aid qualification and ensure the front door is made secure. She has done the required training and made the front entrance secure. These measures contribute to children's safety.

### **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):

- provide parents with written information about the organisation of the setting
- ensure the practice within the setting is in line with the policies and procedures.

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)