

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY252702
<b>Inspection date</b>	23 August 2007
<b>Inspector</b>	Susan Victoria May

<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 outstanding. 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 April 2004. She lives with her partner and sons aged 18 months and five years old in the village of Tetsworth near Thame in Oxfordshire. The whole of the premises is used for childminding. There is a secure enclosed rear garden for outdoor play.

The childminder may care for four children and is currently minding seven children, on a part time basis.

The childminder is prepared to take and collect children from local schools and pre-schools. The family have a dog and a pet rabbit.

The childminder holds the National Nursery Examination Board qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children thrive because of the highly effective procedures the childminder follows in order to successfully meet the children's physical and health needs. Children receive exceptional support and guidance while in the childminder's care. Her practical approach to introduce routines, such as wiping babies' hands after a nappy change, helps set future habits. Older children are encouraged to wash hands and faces using their individual towels. This helps children begin to gain an understanding of hygiene and a real desire to become increasingly independent in their personal care. To protect children all of the required documentation and clear written procedures are in place to record medication, accidents and incidents. The childminder considers all aspects of children's welfare and takes steps to safeguard their wellbeing, for instance, she gathers information on a variety of health issues to use in her practice and to share with parents, such as sun screen procedures and information on childhood ailments. The childminder has a valid first aid certificate in place to ensure she can deal with minor accidents effectively.

The childminder provides opportunities for children to explore and develop physical control in stimulating daily indoor and outdoor experiences. She is extremely knowledgeable of the 'Birth to three matters' framework, uses it to guide her daily practice and shares her knowledge with parents. This excellent understanding of each child's stage of development means the children are confident to try out new skills, request help if needed and achieve in a safe environment. For example, to help increase confidence and gross motor skills, the childminder encourages children to climb and use the play equipment in the garden in a variety of ways. She is discreetly on hand to offer support if they need it. The children clearly enjoy their play and show excitement at the results of their efforts.

Parents provide detailed information about the children's dietary requirements which are discussed with the childminder. Parents may choose whether to follow the childminder's nutritious and varied menu that is displayed on the notice board, or provide meals of their own choice. If parents provide meals the childminder stores the food and drinks appropriately to ensure they remain fresh. Children have access to drinks throughout the day and meal times are sociable and relaxed occasions thereby helping influence future eating habits.

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

The provision is outstanding.

Children are able to move around the childminder's home and garden safely and independently. The childminder completes written risk assessments on each area of her home to ensure that children are secure and that risks are minimal. She stringently checks each area and immediately addresses any hazards to keep children safe at all times. For example, the childminder checks the garden thoroughly before use, ensures it is clear of animal faeces and that all play equipment is safe. Children begin to understand how to keep themselves safe through gentle reminders from the childminder, such as taking care when on wheeled toys to avoid each other. Explanations are age appropriate and children clearly begin to understand the significance of the 'house' rules. To further protect children, fire safety precautions and comprehensive evacuation plans are in place. These are practised by the children. The childminder keeps a log of practices and adapts procedures to ensure evacuation is as speedy as possible in the event of a real emergency. Parents are well informed of procedures and of whom to contact in the event of an emergency situation arising.

Children benefit from having their art work attractively displayed throughout the home; this provides an extremely warm and inviting environment, thereby promoting children's self esteem. Children have independent access to an excellent range of equipment and resources. The childminder acquires toys from a variety of sources and is skilful in making resources to provide a wider range of experiences for the children. For example, treasure baskets and story packs. She rotates toys from the huge selection available and carefully monitors and supervises children's choices to make sure they are safe and appropriate for their age and stage of development. The childminder carries out regular checks on all toys, resources and equipment and implements effective procedures to clean and maintain all toys and resources. This ensures they remain safe for the children to use.

Children are protected and safeguarded from harm whilst in the childminders care as she demonstrates a clear understanding of her role concerning child protection. She is fully aware of the signs and symptoms of abuse and has contact numbers and information on the procedures to follow in line with Local Safeguarding Children's Boards. All of the required paperwork is in place to record existing injuries and any concerns about children in her care. This ensures the welfare and safety of the children at all times.

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

The provision is outstanding.

The childminder is committed to ensuring children receive the very best learning opportunities while in her care. She promotes children's development through her skill in enabling them to feel secure and confident. Children settle well and are completely at ease and comfortable in the childminders home. Children are clearly interested and excited by the activities and resources on offer. From this secure base children explore the world around them. The childminder plans each day following children's routines; this includes visits to pre-schools and local groups to help children socialise within the wider community. The childminder plans in advance and follows a theme, planning activities around it. For example, the farm topic included a visit to a farm, a fruit picking day, play with the farm animal set, looking at farm animals and farm machinery, such as tractors and drawing and writing about them. Information about the children's achievements, including photographs and written statements are displayed on the notice board, recorded in each child's diary and shared with parents. Parents are always informed and often involved in the topics. This close liaison between home and the childminder promotes an environment in which the children's learning can effectively and consistently progress. The childminder has an excellent understanding of the development of young children and is pro-active in increasing her knowledge through further training. For example, she effectively incorporates the 'Birth to three matters' framework into her day and in the children's records.

The childminder recognises the uniqueness of each child and increases their knowledge effectively, ensuring each individual makes progress in all areas of learning. Caring relationships increase children's sense of trust and help them develop increasing self-esteem. The childminder praises their efforts and encourages them to achieve. She provides activities that are stimulating, fun and within the children's learning capabilities. Children respond to the childminder well, listen when addressed and take note of what is being said. The childminder sets out her home carefully, with activities and resources attractively and thoughtfully displayed to encourage the children to use. She is on hand to offer support and children often invite her into their play. Younger children play alongside each other happily and show increasing interest in each other's games.

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

The provision is outstanding.

The childminder ensures she knows each child extremely well; parents and children visit prior to the children being cared for and the relevant information discussed and recorded appropriately. This ensures that the children's needs are met and that parent's wishes are respected and adhered to. The childminder treats all children as individuals and values their identity. This helps them to feel good about themselves and consequently children are secure within the environment. Children develop an awareness of their own and other cultures through the childminders very good understanding of all equal opportunities issues. Positive images are displayed throughout the childminders home and resources reinforce this, for instance, play food and cooking utensils reflect foods from other cultures and books and puzzles show images of disability and gender. The childminder forms good relationships with the children and values their contributions; as a result, children demonstrate increasing self-esteem and independence. Children develop a sense of place and learn about where they live through regular outings and trips. The childminder demonstrates a sound understanding of learning difficulties and/or disabilities and offers substantial support to ensure all children reach their potential.

The childminder encourages children to behave and become aware of the house rules. She explains age appropriately to the children why we are kind to each other and why we need to follow certain rules; this helps children begin to develop a sense of responsibility and moral values. Good use is made of praise and encouragement through play and everyday activities. Children show care and concern for each other and young children begin to play harmoniously together, for example, taking turns on the slide out-doors.

Relationships with parents are excellent; this contributes greatly to the children's wellbeing. Parents are welcome in the home and receive detailed information about the childminders practices and the outcome for their child. A notice board provides parents with useful general childcare information and a regular newsletter ensures they are kept informed of future events and topics. The childminder shares with parent's daily information about how their children are progressing through regular, written and verbal communication. For example, diaries provide a two way flow of information ensuring both the childminder and parents have a clear picture of any events that may affect the child's health and wellbeing. This sharing of information supports and enhances children's learning.

## **Organisation**

The organisation is outstanding.

High quality comprehensive and concise policies and procedures guide the childminder in her daily practice, successfully promoting children's care and learning. The childminder has a professional, business like approach to her childminding and maintains her records accurately; this enhances the children's wellbeing. To ensure the childminder meets children's needs she shares all relevant information with parents. An excellent two-way flow of information provides continuity of care. The childminder makes superb use of the space and children can play in the home corner, sit quietly on comfy chairs after choosing a book or stretch out on the mat to play with floor toys. Children have access to the garden, where they can enjoy a range of physical activities. Children are supervised at all times and ratios observed. Accurately completed attendance records support this.

All required documentation to protect and provide for children's needs is in place and is recorded and updated as required. Policies and parental details are reviewed at regular intervals. The

childminder gives high regard to confidentiality and is aware of how long records should be retained. All relevant information is displayed for parents including the certificate of registration, and the regulators details. 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 ensure that parents know how they may contact Ofsted if they have a concern, that all written parental consents are in place and a record of children's pre-existing injuries kept. To achieve this the childminder has updated her policies and procedures to include the regulators contact details, displays the Ofsted poster for parents and has an accessible complaints log. She has reviewed all her parental consent forms to ensure all appropriate signatures are in place and introduced an incident log in which to record pre-existing injuries.

### **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**

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

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)