

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY347365
<b>Inspection date</b>	14 September 2007
<b>Inspector</b>	Lorraine Wardlaw
<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 2007. She lives with her husband and their two school age children in Aldershot, Hampshire. The home is within walking distance of several local amenities. The ground floor of the property is used for childminding and there is an enclosed garden for outside play. The childminder is registered to care for a maximum of five children under eight years of age. There are currently seven children on roll; six attend part-time and one full-time. The family have a dog, a cat, rabbits and a guinea pig.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's good health is successfully promoted by the childminder. Under three's receive sympathetic care and attention by the childminder and are well supported to reach their developmental milestones. For example, a young toddler is encouraged to fork the banana himself at breakfast time and to put it into his mouth, amongst praise and smiles from the childminder. Children's routines of sleep, play and mealtimes are adhered to well. Sick children are well cared for because the childminder acts swiftly when children become ill; she telephones

the parents and together they decide the next course of action. Good record keeping in the medication and accident records means that children's good health is safeguarded and their welfare maintained. Children learn good personal hygiene routines, such as washing their hands and drying them with disposable towels after using the toilet. However, there is not any written information with regards to hygiene and the pets kept in the home which is good practice. Children enjoy nutritious meals and snacks because the childminder promotes healthy eating. She cooks from scratch and ensures that children eat plenty of fruit and vegetables daily and drink plenty of fluids. Babies and young children enjoy frequent walks in the fresh air to the school or pre-school and occasionally to the local park.

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

The provision is good.

Children play in a suitably safe environment because the childminder is proactive in reducing hazards to children. For example, she restricts areas to the toddlers by using stair gates across the kitchen door and hall, has door stops and has netting around the trampoline for older children. When walking with the childminder, children learn to keep safe by holding on to the pushchair, away from the road. Young toddlers are gently and regularly reminded about how they can keep safe during their play. For example, they are asked not to tread on the road track, because they may slip up on it and asked to give other toddlers plenty of space as they walk around. Children have the opportunity to play safely with a range of age appropriate toys and resources; most of which are easily accessible to them. Children are well protected from non-accidental injury because the childminder has an excellent child protection policy and procedure, which she follows. She understands the importance of recording existing injuries and is vigilant in her practice.

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

The provision is good.

Babies and young children are happy and relaxed in the care of the childminder who actively encourages their curiosity and learning. She sits on the floor with them and encourages them to explore the good, age appropriate toys she has available to them. Young children build a warm and secure relationship with the childminder because she relates to children very well. She promotes their language development effectively, by responding to their vocalisations. For example, a young toddler stands gazing out of the window while the childminder responds 'are you looking out the window? It's a slide'. Children's intellectual development is promoted well because the childminder encourages them to complete simple inset puzzles independently, naming the colours and shapes as they experiment with the pieces. The toddlers have a keen interest in books, because the childminder puts a high emphasis on looking at picture books and reading simple stories to them. They receive continual and genuine interest in their welfare and development whilst at play. However, there is less emphasis at this current time on developing their creativity by providing sensory activities. School age children enjoy art and craft activities such as decorating balloons or wooden spoons. They go on outings to Bird World or nature trails at Alice Holt to develop their awareness of nature and the world around them.

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

The provision is good.

Children are looked after in a caring environment where there is emphasis on treating people equally and including everyone. Children have an good range of resources to play with that

reflect cultural diversity and to help them appreciate people with disabilities. Children thrive on the praise offered to them by the childminder and behave well; she demonstrates through her good policy and practise that very young children are able to learn the boundaries of behaviour. For example, when a young toddler continues to stand on the road piece of toy, after explaining he may slip, the childminder uses a more authoritative tone to her voice and says 'take your foot off '. The toddler quickly does as he is requested. Children's continuity of care is enhanced because the childminder builds good relationships with parents. She communicates regularly with parents, in the babies' daily journals, using the telephone and daily discussion. Parents are particularly happy with the level of communication between themselves and the childminder, which contributes to the children's well-being. Good policies and procedures underpin the practice which are reviewed annually; these are shared with parents, which they sign. This includes an excellent written complaints procedure.

### **Organisation**

The organisation is good.

Children are happy and feel secure in the home from home environment. The newly registered childminder is keen and committed to providing good quality childcare; she will soon commence a Diploma in home based child care course and keeps up to date with regulation matters through the Ofsted website. Ratios are maintained well to ensure children receive the appropriate attention and supervision. This is assisted by her good record keeping; she has a typed chart of children's days and times of attendance. The childminding certificate, insurance and parent poster are easily visible to parents because it is displayed in the hall. Documentation is well organised and thorough with the exception of information about the pets in the home and hygiene practices. The childminder meets the needs of the range of children for whom she provides.

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

Not applicable

### **Complaints since the last inspection**

Since registration 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):

- extend under three-year-old's play opportunities to include sensory activities, taking guidance from the Birth to three matters framework
- devise a policy to include information about the pets in the home and hygiene matters

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)