

Inspection report for early years provision

Unique Reference Number	113232
Inspection date	09 October 2007
Inspector	Coral Hales
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 1994. She lives with her husband and two children aged 15 and 17 years in Stubbington, Hampshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children under five during the day and four over fives before/after school and during some holidays. She walks to local schools to take and collect children and attends local toddler groups with them. The family has three cats.

The childminder is a member of the National Child Minding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, welcoming, clean and well-maintained family home. They are helped to understand that washing their hands after using the toilet, after touching pets and

generally before meals helps to keep them healthy. Younger children are kept clean using wipes. Suitable nappy changing arrangements minimise the spread of infection and meet the children's needs. Children are well taken care of if they have accidents or become ill and effective procedures are in place to keep parents informed. The childminder is booked to attend training to maintain her first aid certificate.

Children are appropriately nourished because parents provide for all their needs. The childminder shares her good knowledge of healthy eating with the parents to offer them support and they work together to ensure children have healthy and balanced meals and snacks. Drinks are made available to all children whenever they need them and younger ones are encouraged to drink regularly. Children begin to understand about healthy foods through discussions at mealtimes.

Children develop physical control as they take part in stimulating and fun indoor and outdoor activities. For example, they visit the local soft play area on a weekly basis. They go for walks, use local parks and attend a variety of pre-school groups to use a range of sit and ride toys and larger equipment. This enables the children to develop new skills in a different and more spacious environment. A good selection of construction and small world toys helps children to develop their small hand skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure and safe indoor and outdoor environment. Their safety is well maintained as the childminder has a good understanding of how to keep them safe. For example, gates are used as required and doors are kept closed to ensure children do not access the stairs or areas not required for use. Children are generally protected well, for example, when they visit different venues the childminder shows she has a good understanding of safety issues because she undertakes a visual risk assessment. For example, she checks the layout to ensure children cannot access exits or play unsupervised, to ensure that she keeps them safe. However, the childminder has not carried out an emergency evacuation with the children to ensure she is able to leave the premises quickly whilst supervising young children.

Children play with a good range of suitable and safe toys and the childminder ensures that they are age appropriate for the children attending. For example, during the inspection younger children were being cared for and a good range of equipment to support their needs was available. All toys and resources are clean, well-maintained and suitably stored in clear boxes or displayed on the table or set out on the floor in the play area.

Children are protected because the childminder has a working knowledge of child protection issues and is aware of her responsibilities for their welfare. She is however, not secure in her knowledge of the guidance issued by the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well settled and at home in the setting and they have close and caring relationships with the childminder. They make choices from a good selection of activities available that stimulate and promote their development in different ways. Children's social development is actively encouraged, as the childminder attends a variety of different groups and socialises regularly with other childminders and their minded children. Young children develop a strong desire to investigate and explore, for example, they enjoy their weekly visits to the soft play

area. Activities such as visiting the library to listen to stories and singing together at groups helps children to develop and increase their vocabulary and their language skills are developing well. The childminder uses her knowledge of the Birth to three framework as a point of reference to ensure young children develop confidence and that their actions and communication are acknowledged and affirmed. Bright, colourful, interesting and age related toys are enjoyed by the children and during the inspection they play with fuzzy felt, play figures and small coloured bricks. The childminder helps to develop their creative and imaginative skills, for example, as they play with dolls, dressing them and putting them to bed on the floor and covering them with blankets. The older children attending after school have opportunities to play with their chosen toys, to sit and look at books or relax and watch the television. Children go out on visits to places that interest them, planned by the childminder. This broadens their knowledge and understanding of the world around them. Parents are kept well informed about their child's progress through written observations which are effectively shared.

Helping children make a positive contribution

The provision is good.

Children's sense of belonging is fostered through the warm, welcoming and homely atmosphere and the childminder's dedication to their care and education. Close and caring relationships have developed and this increases children's sense of trust and helps them to develop their confidence. They are valued, respected as individuals and have equal access to a range of resources and activities that help them to appreciate the wider world. For example, books and dolls provide positive images of different cultures and abilities within society. The childminder has a satisfactory practical awareness of how to include and appropriately care for children with learning difficulties and/or disabilities.

Children make themselves at home and respond positively to the childminder who ensures that behaviour is managed with use of praise, explanation and distraction. They are encouraged to share and take turns and show consideration for others. If issues arise the age and understanding of the child is taken into account and strategies are discussed with parents as necessary.

Positive and friendly relationships have been established with parents and effective systems are in place to establish and exchange information about the care of the children at the start of the childminding arrangement. This helps to ensure continuous and consistent care. Parents receive a good introduction to the setting and all policies and procedures that promote children's care and well-being are made available. A clear complaints system is in place and is included in the information given to parents. Written agreements are in place and this means that all are clear with regard to their roles and responsibilities.

Organisation

The organisation is good.

Children are well supported, receive appropriate attention and their welfare and care is well promoted. The space and access to the facilities and resources offer children variety and a balance of experiences that aim to maximise their play opportunities. For example, the children have a dedicated play area that is bright, child friendly and filled with interesting and stimulating toys and equipment. The childminder is organised and efficient in her approach. Her records and information are well presented, accessible, completed appropriately and maintain confidentiality. This ensures she takes all reasonable steps to promote the children's care and development effectively. Time is routinely made to ensure information is regularly shared with

parents and this helps to highlight any concerns and monitors children's achievements. This helps to ensure continuity of care is provided. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the childminder agreed to extend her resources to show positive images of disability. She has developed her understanding and provided new resources that enable children's knowledge to be developed using a selection of small world figures, books and puzzles and through discussion.

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):

- update knowledge and understanding of current child protection procedures and the guidance issued by the Local Safeguarding Children Board and ensure that you are able to put them into practice
- practise emergency evacuations with the children to ensure that procedures can be followed quickly and effectively.

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