

Inspection report for early years provision

Unique Reference Number	111989
Inspection date	16 November 2007
Inspector	Tonia Chilcott
Type of inspection	Integrated
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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 2000. She lives with her husband and two children, one of whom is aged under eight years, in Horton Heath, Hampshire. Her husband is also a registered childminder. Children access two playrooms, a sleep room and the bathroom on the ground floor of the childminder's home and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time, when working alone. Whilst working with another childminder and three assistants, the childminder is registered to care for no more than 15 children under eight years and of these, not more than five may be under one year at any one time. The childminder is currently minding 26 children under five years. The setting is open Monday to Thursday from 08:00 until 18:00 and Fridays from 08:00 until 17:00. The family has a pet cat, a peacock and ducks.

The childminder supports children with learning difficulties and/or disabilities. She is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn to undertake healthy practices whilst in the care of the childminder. For example, children learn to wash hands before eating and enjoy helping the childminder and assistants to clean the tables before sitting down to eat. Most procedures followed by the childminder and assistants protect children from the spread of illness and infection. Sleeping children benefit from the use of individual sheets within each cot, which is also labelled with the children's names to ensure that the risk of cross-contamination is minimised. The childminder and assistants follow a detailed cleaning routine using specific cleaning cloths and materials to further protect children's health. However, nappy changing procedures are not consistently followed by the assistants, despite a clear notice of instructions being displayed. Consequently, this fails to fully protect children from the spread of infection.

Details of all accidents involving children are recorded and most records contain sufficient detail. However, at times, some records do not record sufficient details regarding children's full names and are not always stored effectively to ensure that they are readily available. Details of all medication provided to children is recorded and provides an accurate record, in keeping with required regulations. The childminder has not maintained a current first aid certificate, therefore not meeting requirements. However, the risk to children is minimised as all assistants and co-childminders have up-to-date training and are generally on site at all times.

Children enjoy a range of healthy and nutritious meals and snacks, most of which are prepared daily on site and take into account the individual dietary requirements of all children. Some parents choose to provide meals for their children, all of which are stored appropriately by the childminder to ensure that they remain suitable. Individual, named cups and plates are used to ensure that children are protected from the spread of infection at meal times. Parents remain fully informed about the meals that are available and provided to children; a full written menu is made available to parents. Children thoroughly enjoy sitting together during snack and meal times that become social occasions, where children of all ages sit together to eat. Younger children quickly learn to feed themselves whilst using appropriate cutlery, whilst older children enjoy taking it in turns to help the childminder to give the children their cutlery.

Children regularly access physical play within the garden area of the home. They jump and balance whilst using the trampoline for instance. Some confidently use alternate feet whilst climbing the steps of the slide. Children move spontaneously both indoors and out, making good use of the space available. They change direction and speed to avoid one another, whether walking or running in the garden, and negotiate space well whilst sitting together within a large group within the home.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are happy and settled within the warm and welcoming environment. They play freely within the available space that is well organised to provide specific areas for play. For instance, children have sole use of two play rooms that are separated into specific areas. A pre-school area is available for older children, whilst toddlers and babies all have use of individual areas. The effective use of space and the registered assistants ensures that children are fully supervised during activities. The play rooms are decorated well with examples of children's art and posters and contribute to the overall welcoming environment.

Children access a wide range of toys and materials that are easily accessible and allow children to freely make choices. Thorough procedures are in place and followed by both childminders to ensure that all remain safe, clean and in good condition. Both childminder's work well together to ensure that one is supervising children and activities; whilst the other provides further resources and equipment as needed, ensuring that children are supervised at all times and that all activities are well resourced. The childminder and assistants are vigilant in ensuring that children only access those toys and materials that are suitable for children of all ages.

Occasionally children are not wholly protected from harm. At times, the building does not remain secure, and children are not consistently prevented from accessing areas of the garden that contain hazards, such as the garden shed. Systems are in place and consistently followed by the childminder and assistants to ensure that sleeping children are regularly checked. A timer alerts the childminder and assistants to physically check children at regular intervals and the use of a monitor ensures that the childminder can hear sleeping children throughout. Children are well protected by the childminder who has a clear understanding of child protection procedures. Children learn to keep themselves safe during everyday routines. For example, before taking part in outside play, children talk about keeping safe in icy and frosty weather, learning about the need to be careful when the icy weather causes some areas of the garden to become slippery.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled at the setting. Younger children benefit from the childminder and her assistants knowledge and understanding relating to the Birth to three matters framework, which is used to plan and provide a range of activities to extend and support children's development. Children of all ages thoroughly enjoy sitting together as a large group to sing and join in with actions to the songs; younger children laugh and giggle whilst watching the singing.

Nursery education.

The quality of teaching and learning is good.

Children enjoy books, with many confidently able to handle books correctly. They freely access the well presented book corner, sitting down together to look at the books of their choosing.

Children are confident and settled within the environment. They eagerly take part in the activities available, concentrating for extended periods at both planned and spontaneous activities, for instance whilst making a birthday card for one of the children. Children use their imaginations well and use available resources to create props to support role play. For example, whilst playing together with empty boxes, children pretend that each box is a large box of sweets; some try to sell the sweets to one another, whilst others pretend to eat the sweets.

Children of all ages benefit from the good relationships that they have developed with one another and the adults working directly with them in the home. They confidently initiate conversations with one another and adults, using language well to ensure that their meaning is clear. They listen well to one another and adults during conversations and during story time, often joining in with the repeated refrains in songs during group singing time. Some children have learned to form recognisable letters whilst attempting to write their own names for instance. However, they do not consistently learn that English print reads from left to right as the childminder often begins writing children's names in different places on each piece of paper.

Whilst the childminder observes children, recording details of their progress, at times the observations are not recorded against the correct learning outcome and dates of observations are not consistently recorded. Consequently, this does not provide an accurate picture of progress. Children regularly engage in dressing-up, learning to dress themselves independently whilst extending their imaginations further. They make choices from the vast range of dressing-up clothes and resources available, choosing to dress-up as pirates or brides for instance; children then pretend to marry one another.

Children confidently name a range of shapes and colours whilst talking to the childminder during art and craft or dough activities. They identify red, blue and yellow stars, with some children able to say the name of a star in Russian. Children confidently talk to one another and the childminder about significant events in their lives, for instance, when celebrating one another's birthdays. The childminder has a generally good understanding of the Foundation Stage. Her effective questioning extends children's learning well. Whilst planning of activities takes place for each child individually, and clearly links to the learning outcomes, at times, some areas of the curriculum are not planned consistently. However, the childminder continues to assess and adapt the systems for planning and development in order to enhance and extend her practice.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about the wider world whilst accessing different activities, resources and materials that provide positive images of society. Art and craft activities are presented to children that link directly to stories and images that promote children's understanding of culture, for instance Handa's surprise. A good range of appropriate toys and materials are readily available that promote positive images. Children behave generally well in response to praise and encouragement. Whilst the childminder manages children's behaviour well, at times, assistants do not provide sufficient explanation to children to enable them to understand the expectations for behaviour. For example, children are told 'no thank you' but provided no explanation about what behaviour is not acceptable. Children with learning difficulties and/or disabilities are

supported by the childminder, who shows a positive attitude regarding inclusion. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents is good. Parents access a range of generally well written policies and procedures about the setting, ensuring that they remain fully informed about current practice. Daily written information sheets are completed for younger children and daily discussions with parents take place for all children, ensuring that parents remain up-to-date with their child's time at the setting. Written information is shared with parents regarding the Foundation Stage, to ensure that parents are aware of what, and how, children learn whilst at the setting. Parents are invited to access their children's development records at any time. However, some records do not highlight children's progress within the correct area of learning and consequently does not provide an accurate picture of children's progress at times.

Organisation

The organisation is satisfactory.

The childminder, her assistants and co-childminder work together very well as a team to support the care and welfare of children. All are very aware of their own role within the setting. Space is used well to ensure that children play freely and safely, whilst being continually supervised and stimulated throughout. Indoor space is used particularly well to ensure that children play comfortably within the defined areas. The childminder organises the day and adults well to ensure that at all times sufficient adults are working directly with children. The childminder has a good awareness of the documentation she needs to maintain, most of which records sufficient detail. Occasionally, documentation such as the accident records, do not contain full details relating to children and are not all stored effectively within the correct files. The register of children's attendance is consistently completed and records the times of arrival and departure of children. Records are maintained relating to any visitors to the setting, however, occasionally, details of assistants attendance is not recorded promptly and therefore, does not provide a wholly accurate picture of attendance. Whilst children are protected in the event of any accidents or injury as the assistants and co-childminder have up-to-date first aid training, the childminder has not maintained her first aid training. The childminder shows a clear commitment to improvement. This is evidenced through the wide range of training that has been completed and the childminders active participation with the inspection process, quickly implementing suggestions for improvement. The childminder manages her assistants generally well and encourages and supports her team to take part in regular training. Effective systems are in place to ensure that all adults in the setting are suitably checked to work with children. All required documentation is in place and is used to promote the welfare, care and learning of each child. Overall the childminder meets the needs of the range of children for whom she provides care

Improvements since the last inspection

At the last inspection, the childminder was asked to ensure that sleeping children are routinely checked. The childminder has now implemented a timer system that alerts adults to physically check children at specific intervals. This, together with the use of a monitor, ensures that sleeping children are fully monitored and protected. The childminder was also asked to ensure the daily attendance record accurately records the date. Attendance records for children now

accurately record all details relating to the times and dates of children's attendance. The childminder was also asked to obtain written permission from parents, to seek emergency medical treatment or advice. This is now in place for all children, ensuring that children receive appropriate care in the event of an emergency.

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.

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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):

- review the system to record and store details of accidents, ensuring that all entries clearly record children's full names and are readily accessible
- further develop the systems to minimise the spread of illness and infection, with particular regard to the use of individual gloves for each nappy change
- ensure that the home remains secure at all times
- ensure that children do not have access to the garden shed
- ensure that children's behaviour is managed consistently by all assistants working directly with children
- complete an appropriate first aid course that includes training in first aid for infants and young children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that records of children's assessment and progress are dated to enable an accurate picture of progress to be maintained and ensure that those records link to the correct learning outcome
- continue to develop a formal system to evaluate and monitor the curriculum and daily sessions to ensure that a balanced curriculum, covering all areas of the Foundation Stage, is provided throughout

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