

Inspection report for early years provision

Unique Reference Number	114549
Inspection date	24 January 2008
Inspector	Lisa Jane Cupples

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 1997. She lives with her husband and three children in a house in Haywards Heath. The home is within easy reach of local schools and pre-schools. The whole of the ground floor of the childminder's house is used for childminding, with toilet facilities on the first floor. There is a fully enclosed garden for outside play and the family have no pets.

The childminder is registered to care for a maximum of five children at any one time and is currently minding five children on a part-time basis. The childminder drives to local schools to take and collect children and she regularly attends the local toddler group. The childminder supports children with learning difficulties and/or disabilities and she is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through daily routines. For example, the childminder encourages the children to wash their hands at appropriate times and they all use individual towels to help prevent the possible spread of infection. The childminder promotes the children's good health by implementing good hygiene procedures. For example, the children's high chairs are cleaned with anti-bacterial spray before and after each use. The childminder ensures children benefit from the fresh air everyday, as they visit the park across the road to make good use of the large apparatus. The children practise climbing and balancing, helping to develop their physical skills. Children also learn about what types of clothing to wear during different types of weather, helping to promote an awareness of their physical needs.

The childminder has a clear understanding of the procedures to follow with regard to recording all accidents and administered medication and the parents sign the records to acknowledge the entries, ensuring they are fully informed at all times. Children will receive appropriate treatment if an accident occurs on the premises because the childminder holds a current first aid certificate and a fully stocked first aid kit is in place.

The childminder has an extremely flexible approach to providing snacks and meals for the children. She currently cooks a wide range of healthy and nutritious evening meals for the after school children. The childminder provides an extensive selection of fresh fruit and vegetables and children are beginning to learn about healthy eating through talks with the children about the types of food that are good for them. Children have access to fresh drinking water throughout their time at the setting. The childminder discusses the children's individual dietary needs with the parents. All allergies, medical and cultural requirements are recorded in great detail on the children's registration forms, ensuring their needs are being met in the best possible way.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are clean and well-maintained and there is ample space for the children to move around freely from one activity to another. Childminding takes place on the ground floor with toileting facilities on the first floor. The children's main play areas are in the lounge and the conservatory and the available space is well organised to meet their needs. Children have access to a wide selection of toys, resources and play materials. They are all in very good condition and brightly coloured to attract the children's attention. The resources are stored in low-level boxes and on shelving in the lounge, making them easily accessible to the children. This encourages their independence and decision-making skills effectively.

Children's safety is promoted well because the childminder is vigilant and removes any possible hazards to children. For example, all plug sockets are covered, sharp knives are inaccessible to children, stair gates are used to prevent children from climbing the stairs unsupervised and the garden gate is kept locked at all times. The childminder has business class car insurance and always ensures the children wear appropriate restraints. Parents are also required to give written consent for the childminder to transport their children in the family vehicle. The childminder has comprehensive systems in place to ensure she has the children's emergency contact details with her at all times, helping to keep them safe. Children are beginning to learn about keeping

themselves safe through routines and activities. They practise fire drills to ensure they know what to do in an emergency. The childminder has also organised a safe place to take the children if there is an emergency, ensuring the children will be safe, warm and dry until their parents arrive.

The childminder has a good understanding of child protection procedures. She would recognise the possible signs and symptoms of abuse and record any incidents, and the childminder would contact the relevant agencies if necessary to safeguard the children in her care. The childminder discusses her responsibilities with the parents to ensure they are informed and written information is clearly included in the childminder's information file which is shared with the parents. The policies include the Local Safeguarding Children Boards contact details.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely settled and happy in the childminder's care. They laugh and giggle as they play and the childminder is affectionate, providing cuddles and holding the children when they want to snuggle in. The childminder is extremely aware of the children's individual needs. For example, during the day with the younger children she plays on the floor at the children's level, ensuring they are busy and occupied the whole time, rotating the activities rapidly to reflect the children's short concentration span. The older children who attend after school lead the play session, building their self-esteem effectively. They are given the opportunity to choose their own activities and involve the childminder as much or as little as they want. The childminder provides an extensive range of activities, games and resources and also gives the children the opportunity to rest and relax after a long day at school.

Children benefit enormously from the childminder's interaction. She continually talks to the children, introducing new vocabulary as they play, she repeats new words slowly and clearly while showing the children the object, helping them to make associations and become competent learners. She encourages the children to participate by joining in enthusiastically and praising the children for their efforts. Children learn to work programmable toys, pushing the buttons and cheering as they make the turtle dance. They have opportunities to make musical instruments, and take part in baking activities and a wide range of craft activities. Children learn about the local environment through outings. For example, the childminder takes the children to the local fire station, they go on walks to the park, and often visit soft play centres to further develop their physical skills. The childminder attends local toddler groups and spends time with other registered childminders, ensuring the children mix with the peers, helping to develop their social skills effectively.

Helping children make a positive contribution

The provision is good.

Children benefit greatly from the childminder's clear understanding of equal opportunities. She ensures all the children have equal access to the play materials and activities. Children use a wide range of multi-cultural resources that promote their understanding of the world around them. Children are beginning to show respect for others and recognise that it is alright to be different. For example, they talk openly about different dietary requirements and ensure everyone knows the types of food they can eat. The childminder takes the time to get to know the children and their families exceptionally well. She talks to the children about what their

parents are doing while they attend the setting and they talk about siblings and other family members, helping the children to feel safe and secure in the childminder's care.

The childminder has experience of working with children who have learning difficulties and/or disabilities. She is happy to liaise with other agencies to fully support all the children in her care. She has a positive approach towards working with all children and builds effective relationships with the children and their families. The childminder uses distraction and discussion to deal with unwanted behaviour. The childminder has clear rules and boundaries in place which are implemented consistently. This encourages the children to behave well because they know exactly what is expected of them. The childminder has developed a successful reward system for the children and they proudly show their parents the reward stickers at collection time. The children explain why they have received them, for activities, such as being helpful. The childminder is a positive role model and encourages the children from a young age to use their manners.

Children benefit greatly from the strong partnership between the childminder and their parents. Lines of communication are open and information is shared freely to ensure the children's individual needs are being met. The effective relationships ensure the children are happy and settled and allow the parents to leave their children with confidence and the knowledge that their children's individual needs are being met in the best possible way. The childminder provides the parents of children under three with a written record of diet, sleep routines, activities, nappy changes and the children's general well-being to help keep them informed. Parents are able to speak to the childminder at arrival and collection time, sharing information about the children's day. The childminder also has full written policies and procedures which are included in a parents information file, helping them to understand her responsibilities and the service she provides for their children.

Organisation

The organisation is good.

The childminder meets the needs of the range of children for whom she provides. Children's safety is promoted because all adults in the household have been vetted. The childminder is aware of the need to contact Ofsted with any changes to the circumstances which may affect her registration, helping to protect the children. The childminder organises the daily routines exceptionally well, taking into account the needs of the children who attend. For example, activities are differentiated skilfully ensuring all children can participate fully. The childminder ensures confidentiality is maintained at all times, verbally and with the records. If collection time is busy she arranges to telephone the parents if there is something she would like to discuss to ensure the children or other parents do not overhear. Children's health, safety and general well-being is supported effectively because the childminder has a very clear understanding of the requirements of registration and the inspection process. All of the relevant paperwork is in place and most of the documentation is accurate and maintained to a high standard; although, the children's full names are not recorded in the daily attendance register.

Improvements since the last inspection

Not applicable

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):

- ensure the children's full names are recorded in the daily attendance register.

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