

Inspection report for early years provision

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<b>Unique Reference Number</b>	115498
<b>Inspection date</b>	20 March 2008
<b>Inspector</b>	Stephanie Graves

<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 1998. She lives with her husband and two children aged 16 and 13 in Sidcup, Kent. The whole of the ground floor and one upstairs toilet is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time and is currently minding three children under five years of age, all on a part time basis.

The childminder walks or drives to local schools to take and collect children and attends several local toddler groups.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children are provided with experiences, which help to promote their knowledge and understanding of good health issues. For example, even very young children are encouraged to wash their hands at the appropriate times. The childminder's effective hygiene procedures

include cleaning surfaces and equipment with appropriate solutions and undertaking hygienic nappy changing routines. Children with infectious illnesses do not attend the setting and these measures help to prevent the spread of infection. Children are well cared for if they have an accident because the childminder has current first aid training and keeps detailed information to remind her of the procedures to follow. Accidents are recorded and prior consent to administer medication has been sought, although some entries do not contain sufficient detail. This could affect children through the childminder not being able to evidence certain entries clearly. Written consent is in place for the childminder to seek emergency medical help, which enables swift action to be taken in the event of an emergency situation. Children have ongoing opportunities to be active and the childminder also promotes good sleep routines. This helps to promote their physical development and sense of wellbeing.

The children are provided with drinks at all times and encouraged to eat healthily. They enjoy a range of healthy meals and snacks and a wall display of healthy foods within play room helps to promote their knowledge and understanding from an early age. The childminder updates her knowledge of good practice in relation to food safety, which helps to make sure children only eat food that is properly stored, prepared and served. Children benefit from clear agreements between the childminder and parents, which helps ensure their individual dietary requirements are met.

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

The provision is good.

Children benefit from being able to access play and learning opportunities within safe boundaries. For example, the childminder has fully risk assessed her home during recent refurbishments and ensures children are unable to access areas and any equipment not used for childminding. She carries out daily checks on her home and thoroughly risk assesses any outings. This promotes children's safety well. Children play with toys and resources that are checked regularly for safety and hygiene to ensure they remain suitable and safe. The furniture helps to promote an accessible and stimulating environment because this is child sized and promotes safe access. Children are developing a good awareness of how to help keep themselves and others safe, for example, because the childminder reminds them to sit properly on chairs, otherwise they will fall and hurt themselves. A list of house rules also encourages them to follow simple rules. The emergency evacuation procedure is practised and recorded on a monthly basis and provides very good opportunities for children to learn about personal safety.

Children's welfare is promoted through procedures to help protect them at all times. For example, a written policy is based on local safeguarding children procedures and the childminder has a full range of information available. She records all visitors to her home to ensure a record is available for future reference and uses a back-up childminder in the event of an emergency. She has a good understanding of the signs and symptoms of abuse and how to put procedures in place should a concern arise. This helps to ensure children's welfare remain her priority.

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

The provision is good.

Children are settled and make themselves at home within the childminding environment. They can freely access a good range of toys and resources, which include role play items, small world activities and interactive toys and resources. These help children develop curiosity and encourage them to explore and investigate using their senses. The experiences provided cover all areas

of learning and daily outings extend children's play opportunities. Children confidently select their favourite toys and resources, which means they are becoming independent with making choices. The childminder has a good understanding of the developmental needs of the children she cares for and uses the Birth to three matters framework to guide her. This means play experiences are suited to the needs of the young children attending. Very young children have opportunities to engage with others to communicate. For instance, they play with a selection of role play foods and repeat new words after the childminder, such as, 'corn,' 'chilli' and 'pizza.' This helps to develop their early language and communication skills. The childminder also asks many questions, including during stories where she encourages them to identify objects, concepts including colour and number and matching professional people to their modes of transport. This encourages children to think and respond.

Children enjoy stories and cuddle up to listen with interest. They learn about living things as they discuss animals on the farm and talk about the birds in the garden. Children begin to express themselves through opportunities for mark making and discussing their creations, some of which are displayed and help to reinforce a sense of pride in their achievements. They play musical instruments to background music and enjoy their favourite songs, which helps them make connections, for instance, as they put their fingers on their 'nose,' and 'head.' They enjoy role play, for example, as they dress up and pretend to be a doctor and use a toy stethoscope to 'listen' to a doll's chest, which they say is making a 'bubble-bubble' sound. This helps them represent real life experiences through their play.

Overall, the childminder provides a good range of toys, resources and experiences to ensure that children's emotional, physical social and intellectual capabilities are well promoted.

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

The provision is good.

All children are welcomed and treated according to their individual needs and with equal concern. The childminder skilfully meets the needs of the children she cares for by sharing her time and attention equally between them. She acknowledges and affirms them regularly which helps them to develop a sense of belonging and self assurance. Children learn about the similarities and differences between themselves and others through a range of toys and resources that promote positive images of diversity. These include dolls, puppets, books and puzzles. Daily outings to local places of interest, including several toddler groups throughout the week, helps children develop their social skills and a good awareness of the local and wider communities. Children understand the expected behavioural boundaries set, because the childminder uses simple house rules to ensure they understand what is expected of them. She encourages them to help one another, for instance, by encouraging older children to pass drinks to the younger ones, which helps to promote a sense of responsibility and independence. The childminder is a good role model who encourages good manners and teaches children to take turns and share the toys provided. She spends a lot of time encouraging and praising them for their achievements and good behaviour. This means children's behaviour is managed in a way that promotes their welfare and development.

Children benefit from consistency of care through an effective partnership between the childminder and parents. The childminder provides daily feedback on children's progress and ensures they are well informed through her comprehensive range of policies, procedures and other information. Parents value the close partnership and the wide variety of activities provided for their children. An effective two-way flow of information helps to ensure children are well supported between home and the childminding environment.

## **Organisation**

The organisation is satisfactory.

Children are settled and play happily within a caring and well organised environment. They can freely access a range of appropriate toys and resources and receive good support. Although some improvement is required regarding the accident and medication records, the childminder ensures all the necessary records are in place. Some have not been kept confidentially, although the childminder has already taken positive steps to rectify this. She keeps a good deal of information concerning regulation and future requirements to ensure ongoing effective practice. She takes very positive steps in ensuring children's safety at all times, including a procedure to obtain the help of a back-up childminder in the event of an emergency. Daily attendance records are in place and show clear arrival and departure times for the children and any visitors. Children's welfare, care and learning are promoted due to the well written policies and procedures in place, which help to underpin the childminder's professional practice. 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 received two recommendations. These included devising and implementing a system to record any significant incident relating to behaviour and ensure parents are aware of the procedure to be followed in the event of a complaint.

The recommendations have been addressed. The childminder has a clearly recorded procedure for behaviour incidents and ensures parents are aware of the procedure to follow in the event of a parent wishing to make a complaint.

The childminder has taken positive steps towards improving her practice and ensuring children are safe and well cared for at all times.

## **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):

- improve the accident and medication procedures to ensure entries contain all the required information
- continue to ensure all records are maintained confidentially.

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)