

Inspection report for early years provision

Unique Reference Number	115864
Inspection date	08 January 2008
Inspector	Janette Mary White

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 1999. She lives with her husband and two school aged children in Sidcup, Kent. All areas of the property are used for childminding 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 and is currently minding five. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The childminder encourages children to be independent with routine self help skills, such as wiping noses and washing hands. However, there is a risk of cross infection as children all use the same towel to dry their hands after using the toilet. A changing mat and gloves are used when changing children's nappies. This ensures the risk of cross contamination is reduced at nappy changes. Children have opportunities to play in the garden and regularly visit local parks

and playgrounds to improve their physical skills. They are becoming aware of when they need a drink or a rest after active play. First aid equipment is easily accessible and taken on outings or when taking and collecting children from school. Children are developing confidence and attempt new challenges for themselves. This promotes a sense of wellbeing and their physical development. The plans of activities include a broad range of experiences, which supports children's knowledge and understanding of good health issues. Children are beginning to understand the benefits of a healthy diet. They are offered regular drinks throughout the day. They are encouraged to make healthy choices regarding the food they eat, such as toast or fruit. This is because the parents and the childminder work in partnership to ensure individual dietary needs are met. The childminder has written permission from parents to seek emergency treatment and advice on behalf of the child.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The childminder has a sound understanding of child protection issues, but is less familiar with some aspects of the procedures. She has an appropriate knowledge of what action to take if she has concerns about a child in her care. Children are confident as they play freely and independently in the childminder's home. They are able to readily access toys enabling them to freely choose from the varied selection. The resources are checked to ensure they meet safety standards. The childminder monitors and supervises children's choice of toys to make sure they are safe and appropriate for their age and stage of development. The emergency evacuation procedures have not been recently practised with the children. Children are unfamiliar with what they should do in an emergency as the emergency escape plan has not been sufficiently practised with them. There are some identified risks. For example, there is a broken banister spindle. As a result, the premises are not sufficiently safe for children. The childminder gives consideration to maintaining children's safety outside the home. For example, they know to hold onto the buggy when crossing roads. Children understand that they push the button at traffic light crossings and stop, look and listen for traffic before they cross the road. Procedures and documents are in place to ensure children's welfare is safeguarded and promoted. For example, there is a system to record accidents, medication and existing injuries. There is written permission for children to be transported in a vehicle.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled at the childminder's house and make themselves at home. They are confident and becoming independent as they choose between a variety of toys, books and activities. Children show a good sense of wellbeing and involvement, and benefit from close contact with the childminder. Children have some opportunities to play with basic resources to promote equality of opportunity. They are beginning to understand the wider world through activities, which celebrate different festivals, such as Chinese New Year and Diwali. The childminder readily praises them for their achievements. For example, as they choose the colour they wish to use for their picture. She spends time reading, talking and playing with them. Through discussion with the childminder she described how older children, at the end of the school day, can be active or relax in accordance with their interests and needs. Children have many opportunities to be creative by experimenting with resources and they show good levels of curiosity and imagination as they enthusiastically help in the construction of the train track. They are beginning to negotiate with each other, take turns and readily share the toys. Children actively communicate with the childminder as they excitedly discuss their favourite activities

and interests, such as favourite cartoon characters. Birth to three matters framework is not always used to promote younger children's learning. The childminder encourages children to care for the resources on offer and gives clear explanations as to why it is important to help tidy them away. For example, 'we do not want to trip over the toys and hurt ourselves'. Resources are clearly identified with pictures and words so even the youngest child can easily choose what they wish to play with.

Helping children make a positive contribution

The provision is good.

Children are only released into the care of authorised adults. However, there are no procedures in place for an emergency, such as passwords. Children are respected as individuals and feel secure. They benefit from consistency of care as the childminder and parents work together. There is a written complaints procedure and the childminder displays a poster with Ofsted's details. The childminder has a system to record complaints and there is now a clear system on how to maintain a summary for parents. Children's records have some details of their appropriate care needs. Children are acknowledged and affirmed by the childminder. The childminder has an effective understanding of the importance of treating each child with equal respect and concern. They demonstrate a sense of belonging and initiate communication and offer their own ideas, such as looking at books or colouring pictures. Children are provided with a range of toys, resources and experiences. They make themselves at home, confidently deciding what to do or being offered challenges, such as constructing a train track. They have time to relax as well as be active. The childminder has a general awareness of children with learning difficulties and disabilities. Children are well behaved and respond well to frequent praise and encouragement. They are beginning to understand the boundaries set by the childminder.

Organisation

The organisation is good.

The registration certificate is clearly displayed, during the hours of operation, for parents. The register contains details of the children's hours of attendance. There is a record of when visitors are present and parents are informed. The childminder has a first aid certificate. Records are easily accessible and ready for the inspection, although the childminder is not familiar with how long some of these records must be retained. Children are comfortable and settled within an organised environment. Their welfare, care and wellbeing is promoted and the childminder keeps the required records and documents. Children feel at ease with the childminder and their surroundings. As a result, they make themselves at home, lead in their play and are not afraid to ask for what they need. A good range of up-to-date written information is available for parents. The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

The previous inspection highlighted one recommendation, to ensure that parents sign the medication record for all medication administered.

Since the last inspection the childminder has implemented a system to ensure all parents sign the medication records. As a result, parents acknowledge when medication has been administered to their child.

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 children are unable to leave the premises unsupervised and minimise identified hazards on the stairs.
- practise the emergency evacuation plan with the children.

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