

Inspection report for early years provision

Unique Reference Number	120685
Inspection date	24 January 2008
Inspector	Louise, Caroline Bonney

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 2001. She lives with her husband, adult daughter and two school-aged children in Farnham, Surrey. The downstairs area of the home is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three preschool children. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group and takes children to the local library and parks. The childminder has a dog.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in premises that are clean, warm and light. They receive protection from illness due to the childminder sharing her sickness procedure with parents. This ensures unwell children do not attend and prevents the spread of infection. Children have their medical needs very well supported by the childminder. Parents share information from doctors so that the childminder

has clear understanding of their needs. She administers medication according to parents' instructions and provides activities to support the children's health and development. Children have minor accidents dealt with appropriately. The childminder now has up-to-date first aid training and seeks consent from parents for requesting emergency medical assistance. This ensures children receive prompt support in case of accidental injury.

Children learn about hygiene through following the daily procedures. They know to sit at the table to eat and drink, so that spillages are minimised. Children know to wash their hands and use their own, easily identifiable towel, after playing with playdough. Children know which is their cup when they want a drink. They help spread a plastic sheet to protect the carpet when using playdough. This shows they are aware of how to keep themselves and their environment clean.

Children bring all their food requirements from home, which the childminder refrigerates. Babies enjoy being held while having a bottle. They develop independence as they sit in their highchair and feed themselves finger foods. Preschool children enjoy healthy snacks and lunches, and the childminder always has additional food available should they require extras. They further develop interest in food through cookery activities, such as decorating cakes. Children receive encouragement from the childminder to have frequent drinks of water and their cups are always accessible to them. This ensures children have sufficient to eat and drink.

Children have daily opportunities for exercise. They walk to and from school each day, visit the park to use the play apparatus and play in the garden in fine weather. They attend toddler groups when they use wheeled toys and climbing frames. This promotes children's enjoyment of physical activities and supports their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children stay safe through the childminder taking steps to reduce hazards and the premises are safe and secure. She carries out a written risk assessment and has a written evacuation procedure, which she shares with parents. Although there is a drop from the grassed area of the garden onto the patio the childminder finds children do not approach it as it is protected by a narrow flower bed and she teaches them how to safely use the steps. Children have easy access to their resources from low storage boxes and select from these independently. Their toys and resources are suitable for their stages of development. Climbing apparatus in the garden is securely fixed into the ground to prevent tipping. This keeps children safe.

Children learn to play safely. They receive clear explanations of why not to throw toys or push. They practise the fire drill after reading Fireman Sam, so that it is not frightening. Children know they clear their toys away between activities so that they don't fall over them. When walking to school children say they must 'stop look and listen' before crossing the road. Children have suitable challenges when using large equipment in the garden, park and at toddler group. Babies learn to pull themselves up on sturdy furniture and practise walking with the childminder holding their hands. This helps children identify risk and learn how to control it.

Children receive protection through the childminder attending training for safeguarding children. This ensures her procedures comply with the Local Safeguarding Children Board guidance. She shares information with parents about the procedure she follows if she has concerns about possible neglect or abuse. She knows to record any existing injuries the children arrive with and to discuss these with parents. This safeguards the children well.

Helping children achieve well and enjoy what they do

The provision is good.

Children have warm and caring relationships with the childminder. Babies develop good communication skills as the childminder encourages them to repeat or make new sounds. They are happy and well settled and enjoy getting involved in the activities other children are doing. Children show care as they offer playdough to babies without being asked and the childminder is quick to praise them for being thoughtful. Babies have space to crawl safely as they explore and sturdy furnishings to pull themselves up on. They enjoy walking with the childminder's support. The childminder records babies' achievements using the Birth to three matters framework and in a daily diary that she shares with parents.

Much of the time preschool children play well together and the childminder encourages them to take turns and share, such as through introducing turn-taking games or sharing a box of crayons. Children initiate their own play by selecting resources from storage boxes, such as road layouts and cars, dolls, instruments and books. They develop imagination as they pretend empty boxes are a bus. The childminder encourages their independence by offering them choices of activities or by starting to undo dressing-up clothes so that they can take them off without further support. They choose favourite books for the childminder to read to them and love using the song box, where they select a toy and then sing a song that it relates to together. They show independence as they look after their own care needs, fetching their drink or taking themselves to wash their hands.

The childminder introduces additional activities which the children look forward to in anticipation, such as playdough followed by printing with stamps and ink. They enjoy rolling and cutting the freshly made playdough with various tools, excitedly exclaiming 'look, I've made a teddy bear'. However, occasionally individual children do not have sufficient time to finish or fully explore an activity before it is put away in preparation for the next.

Children have plenty of equipment and resources to support their care and play. Indoors, they use a variety of resources that the childminder rotates to maintain their interest. Outside children access fixed equipment, such as a climbing frame, slide and swings as well as wheeled toys. They access further resources and equipment when they visit toddler groups and play-parks. Children have opportunities to socialise in larger groups when they attend toddler groups each week. This stimulates and supports their play and learning.

Helping children make a positive contribution

The provision is good.

The childminder develops excellent partnerships with parents. Parents are fulsome in their praise for the way she informs them about her provision and cares for their children's individual needs, describing her support as 'priceless' and 'exceptional'. The childminder shares her written documentation with parents, which includes their child's records, a daily diary for babies, policies and procedures. Parents sign detailed consents, such as for emergency medical assistance and outings. The childminder seeks information about their care needs through the thorough completion of contracts, and fully discusses children's individual dietary and medical needs and development. This supports the provision of suitable care and activities and informs parents about the provision.

Children develop awareness of social diversity through accessing a good range of resources, such as dolls, small-world people, books and puzzles. They enjoy listening to a story about

Africa and another that includes positive images of disability. Children learn about their community by taking trips to parks, garden centres and toddler groups. They have equal access to a wide range of toys which prevents gender stereotyping. This promotes equal opportunities and anti-discrimination.

Children develop confidence as the childminder praises them for being kind or achieving well. They feel at home as they use their own towel or cup and follow familiar routines, such as sitting at the table for their snack. Babies know where their cot is and their favourite toy is there waiting for them. This helps children develop a sense of belonging. Children behave well most of the time. The childminder is consistent and discusses her management strategies with parents. Children know the difference from right and wrong through the childminder clearly saying 'no' and explaining to them which behaviours are unacceptable and praising them when they share, or are kind or considerate. This helps children develop appropriate behaviour.

Organisation

The organisation is good.

Children benefit from the good organisation of the provision. They have plenty of equipment and resources to support their care and learning, and the childminder effectively uses the space available to support children's activities. Children are familiar with the routines, such as going to school each day, or preschool or toddler groups on set days. This gives their time with the childminder a rhythm they can anticipate.

Children have their care and learning supported through the childminder attending additional training, such as for the Birth to three matters framework, safeguarding children and developing craft activities. The childminder is part of the local childminding group and regularly meets other childminders, as well as receiving information from the local authority. She seeks feedback from parents and completes self-evaluation forms. This helps her evaluate and develop her provision.

Children have their safety and welfare protected through the childminder developing clear procedures and policies. She maintains records and documentation systematically and accurately, and shares these with parents. The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

At the last care inspection the provider was recommended to develop documentation, health and safety. The childminder now seeks detailed consent from parents for her to request emergency medical assistance. This ensures appropriate support is provided following accidental injury. The childminder has attended up-dating training on how to safeguard children and has the Local Safeguarding Children Board guidance to follow with contact numbers. The childminder gained assurance from the manufacturers that glass on the television cabinet is of a sufficient high safety standard. This supports the children's safety.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that require 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):

- allow children sufficient time to finish their activities to their own satisfaction and support the extension of activities.

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