

Inspection report for early years provision

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<b>Unique Reference Number</b>	121726
<b>Inspection date</b>	08 November 2007
<b>Inspector</b>	Amanda Jane Tyson

<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 1981. She is currently caring for four children aged under eight years and four children aged eight and over for a variety of part time hours throughout the week. She lives with her husband and one adult aged son in Worcester park, Surrey. Her home is situated within walking distance of local shops, schools and parks. Children have access to the lounge-diner and there is a fully enclosed garden for outdoor play. The childminder has a number of pets including a bird, cat and guinea pigs.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children benefit greatly from having formed highly secure and affectionate relationships with the childminder; children's emotional needs are exceptionally well met. The childminder plans the day to fit in with the sleep routines that parents have established prior to placement, and this ensures that babies in particular, experience consistency between home and childminding.

Children have daily opportunities for rigorous physical play and exercise. Older children enjoy playing football and cricket, younger children learn to pedal, climb and balance and they walk to and from school most days. Children learn the importance of healthy eating; what is good for you and what is not and she encourages the children to keep hydrated by ensuring that drinks are constantly available for children to help themselves. During term time parents provide children's lunches and they go home for an evening meal. However, the childminder promotes healthy eating through fruit snacks and during the school holidays children benefit from her nutritious and well-balanced home cooking. The foundations for children to adopt a healthy lifestyle are being firmly laid.

Children's health needs are supported through record keeping and the childminder's attention to the information that she gathers from parents during the pre-placement consultations. For example, their wishes regarding the seeking of emergency treatment are clarified and children's individual health requirements and medical history are clearly documented. Good arrangements are in place in the event that a child becomes unwell whilst in her care. She has discussed and sought parental agreements with regards to the giving of non-prescription medication, although it is not clear from the records exactly what the medication might be. The childminder is experienced in administering first aid which means that she is best placed to treat minor injuries and to respond to certain emergency situations according to current guidance.

The childminder practises good hygiene standards during nappy changing. She makes sure that children understand why it is important to wash hands after touching her pets, for which she has a few, after using the toilet and playing outdoors. Her home is kept clean and infants that sleep have their own cot and bed linen. This, along with her policy on the attendance of children who are unwell, helps to minimise the risk of cross infection to children.

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

The provision is good.

Children are cared for in a well-maintained and secure environment. Good perimeter garden fencing and locked side gates in the garden prevent children from being able to leave unnoticed, and further protect them from the possibility of stranger access. The childminder has a good range of play and learning resources, equipment and furniture to meet the needs of all attending children, and these are maintained in good condition. Children help themselves to resources appropriate to their age and stage and mobile babies have plenty of space to manoeuvre around safely. The childminder's home is fitted with numerous safety gadgets such as electrical socket covers, a fireguard and a child safety gate which protects them from hazards. Children know what to do in the event of a fire because the childminder organises regular evacuation practice. Road safety rules, for example looking and listening and using a pelican crossing, are reinforced during the daily walks to and from school. Children wear badges detailing the childminder's mobile telephone number when they go on outings to busy public places. This useful strategy enables a more speedy reunion with her, if for example children become lost but found by a responsible adult. Furthermore, the childminder carries information that identifies herself as a childminder, the names of the children with her, and parental contact numbers which would be highly beneficial in the event of an accident.

Children are safeguarded by the childminder's secure understanding of her responsibility to protect children from harm and of the appropriate procedure to follow if she becomes worried about a child. The childminder records significant injuries sustained to children outside of her care, but not all minor bumps and bruises, which restricts monitoring purposes by raising the possibility of concerns, such as patterns or persistent causes being missed.

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

The provision is good.

Children benefit greatly from a day that is planned specifically around their routine and developmental needs. Activities build on what children already know and can do, but also enable full inclusion for all children attending. The childminder spends plenty of time playing and talking with the children, listening to what they have to say and observing their development. She uses this information, along with her sound knowledge and understanding of child development to identify areas for specific attention and support. As a result, babies, toddlers and preschool children are making good developmental progress and school aged children are able to relax and have fun in a homely environment.

Good quality play resources inspire children's interest in learning. For example, children made a bowling set using interlocking shapes which formed cubes, cones and hexagons. They enjoyed learning how to tell the difference between a triangle, cone and a pyramid through finding objects resembling these around the home and within the community. The childminder often links activities to a theme, which is currently focussed on Autumn. Children have had tremendous fun playing amongst the leaves in the park, and collecting and using them to create pictures. Painting and sticking, model making and playdough are regular features for preschool children. The childminder joins in pretend play and this excites and inspires the children to act out real and imaginary experiences. As babies and toddlers sleep at different times, both benefit from individual time with the childminder, for example to attempt writing skills, complete complex puzzles, or build towers, play hand games or look at baby board books. Babies are surrounded by colourful and sound activated toys and they are very well stimulated by the animated interactions of older children and the childminder. However, there are less opportunities for babies to learn through exploration and discovery with natural and everyday real objects. Nevertheless, they are interested in the toys available and this is best demonstrated by developing mobility as they manoeuvre round to reach the toys and take part.

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

The provision is good.

The way that children learn about the needs of others within their immediate and wider world is inspiring and highly beneficial. The foundations are being firmly laid for children to grow into very valuable members of the community because the childminder helps them to understand the benefits of her charity collection work. They look at photographs of children having fun with equipment and taking part in activities purchased and organised by the charities, for example a blind child reading Braille, and children playing wheelchair basketball. The older children in particular are very keen to help count the money and constantly ask the childminder for updates. Children's awareness of equality and ethnicity differences is raised as they access resources which depict positive and diverse imagery. The childminder has experience of caring for children with physical and learning disabilities and of working with external specialist agencies to support the children. She treats each child as an individual and plans the day around any specific requirements. The childminder's knowledge and understanding of child development is highly secure. This means that concerns are identified promptly and children therefore benefit from early intervention support.

The childminder's skilled methods for helping children to learn right from wrong, sharing and turn taking is playing dividends; they use common courtesies routinely and are very understanding of each others differences. For example, pre-school children good naturedly tolerate babies crawling over them as they explore, and school aged children involve preschool

children in their exciting games and activities. Whilst the childminder has a clear behaviour management policy in place, she supports individual children through specific difficulties.

Parents hold the childminder in exceptional high regard and this is best demonstrated by the remarkable situation that the childminder now finds herself in; previous minded children who are now adults are returning to her for the care of their own children. The childminder maintains high levels of daily communication with parents, keeping them fully informed about children's individual progress and development, and agreeing methods so that children experience a consistent approach.

### **Organisation**

The organisation is good.

The childminder organises space, time and resources very well to meet the needs of all attending children. For example, toys are stored in a low level cupboard so that children can help themselves, furniture is well placed to enable babies to move around safely, and she fully exploits opportunities to spend time with the children individually when one or another is asleep. The childminder has good arrangements in place to protect children from un-vetted or unknown adults. She made sure that she updated her first aid training before her certificate expired. Although she has not attended any recent training, for example the 'Birth to three matters' framework, she keeps abreast through reading available publications. She is committed to attending Early Years Foundation Stage training before it's implementation in September 2008. Required records and documentation are in place and kept up to date, but the system for recording accidents, existing injuries, administered medication and behavioural incidents together in one book compromises their use as a monitoring tool. However, children benefit greatly from the childminder's extensive experience of caring for young children whom she gets to know very well individually. The childminder meets the needs of the range of children for whom she provides.

### **Improvements since the last inspection**

The last inspection for care raised one recommendation for improvement which relates to National Standard 6: Health. The childminder was asked to, 'ensure that prior parental consent to administer medication and permission to seek emergency treatment is obtained'. Both are now obtained from parents, although further improvement is recommended with regards to the administering of medication to ensure that parental agreement is clearly verifiable.

### **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):

- make sure that a record is kept of all injuries sustained to children, no matter how minor
- make improvements to the organisation of record keeping overall, and ensure that the documented parental consents relating to medication clarify the name of the medication.

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)