

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY268008
<b>Inspection date</b>	25 January 2008
<b>Inspector</b>	Louise, Caroline Bonney
<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 has been registered since 2003. She lives with her partner and two children, one pre-school and one senior school aged, in Church Crookham, Hampshire. The whole of the childminder's house is used by the children. There is an enclosed rear garden for outside play.

The childminder currently cares for 14 children, of which five are over eight and attend before and/or after school. She is registered to care for a maximum of five children under eight at any one time. The childminder walks to local schools to take and collect children, such as Crookham Junior and Infant Schools and Tweseldown Infants School.

The childminder is a member of the National Childminding Association.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is outstanding.

Pre-school children show excellent awareness of how to maintain their own hygiene and look after their health. They put on their coats to keep warm when playing outside and know to

take off their shoes in case they are muddy when they come in. The childminder asks them what they need to do before preparing their snack, to which they quickly reply 'wash hands'. They also wash their hands after using the toilet or playing outside, carefully lathering the soap to clean them thoroughly. Children fetch a clean chopping board each to prepare their fruit on and those staying for breakfast brush their teeth afterwards. This shows their very good understanding of health and hygiene.

School children very much enjoy the food the childminder provides, writing that their favourite snacks are toast and butter, or cheese and crackers with grapes. The childminder provides an excellent variety of cooked teas, such as chicken korma with naan bread, casserole and roast chicken, all freshly prepared and served with vegetables. Pre-school children currently bring their own packed lunch to eat later at nursery, but enjoy choosing from a wide selection of fruit at snack time. They independently cut up bananas, grapes and satsumas to put into their bowl. Children have water available at all times, which the childminder especially encourages them to drink at snack and meal times. Children enjoy sociable meals up to the table. This ensures they enjoy their meals and have healthy diets and plenty of fluids.

Children have their medical needs met very well. The childminder seeks written permission from parents prior to administering medication and shares the record with them at the end of the day. She records any accidents the children have, including those that happen at school, to share with the parents. Children receive support through the childminder up-dating her first aid training and seeking consents from parents for requesting emergency medical assistance. She also shares her written emergency procedure with parents to ensure their agreement. This ensures the provision of appropriate support for children following accidental injury. Parents share the sickness policy, which ensures unwell children do not attend the provision. This prevents the spread of infection. The childminder is careful to ensure activities match the children's energy levels, such as by providing quiet times before and after nursery school. This helps pre-school children cope well with their day.

Children enjoy playing outside in the garden at all times of year. In winter they wrap up warmly and play on the paved areas of the garden on their wheeled toys. From Spring onwards they also have available the trampoline, which they take turns to bounce on under the close supervision of the childminder. Children visit the soft-play activity centre each week, where they climb and balance safely. Children walk to and from school and nursery each day. This ensures children have plenty of fresh air and exercise, which supports their development of very good health.

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

The provision is good.

Children play in premises that are safe and secure. The childminder carries out risk assessments and takes steps to reduce hazards, such as removing poisonous plants and replacing glass with Perspex in the greenhouse. She seeks advice from the fire service and practises the fire procedure with the children. Children access a good range of toys and equipment indoors and outside that are in excellent condition. Indoors, they select their own activities from low shelves and the childminder rotates equipment to maintain their interest. This provides a safe environment for the children to play in.

Pre-school children show good awareness of how to keep safe. They carefully cut up their fruit at snack time using a knife under the close supervision of the childminder. They know not to clamber on the furniture in case they fall and not to ever climb the bunk-bed upstairs. The

childminder sets strict rules around the use of the trampoline, which has a safety net. Children know to ask permission before going on or off it and that only one child can use it at a time. Children practise road-safety as they walk to and from school. Older children walk sensibly in front while younger children hold onto the buggy on the inside of the pavement. Older children know the clear collection procedure for after school. Pre-school children learn how to control risks as they manoeuvre wheeled toys up and down steps in the garden or climb on the frame. They use larger equipment in soft-play activity centres. This provides them with suitable challenges that help them develop an awareness of risk.

Children receive protection through the childminder attending training for safeguarding children. This helps to ensure her procedures reflect the Local Safeguarding Children Board's guidance. She shares her procedures with parents and records any existing injuries. She has contact numbers easily accessible should she have any concerns about children's safety. This protects children from possible abuse or neglect.

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

The provision is good.

Pre-school children play harmoniously and develop close friendships with each other. They happily share and take turns during their activities, such as when waiting for each other to ride down the garden path. Children anticipate their favourite activities, which they help to plan at the beginning of the day with the childminder. The childminder makes every activity a learning opportunity for the children and children are confident communicators, and obviously enjoy the childminder's company. They enjoy completing the calendar, carefully observing the weather from the window before finding the right picture to match it, and talk about the day of the week and the season. All children feel valued during activities, with the childminder making sure they all have a chance to contribute.

Children enjoy making models and show them proudly to adults. The childminder encourages them to make her a yellow model and to closely compare their models and the amount of colours they both have. This encourages children to closely examine objects and raises their awareness of colour and number. Children develop their imaginative play well together. They creep off to find a monster, or pretend to fetch some food, with the childminder quickly taking up their theme as they involve her. Children have time to enjoy their activities, which are set at a relaxing pace. Children have outings to soft play areas or to visit friends. This provides them with additional opportunities to socialise with others.

Pre-school children have good opportunities to develop independence. They make choices about their activities as they select their toys. They look after their personal care and dress and undress themselves when they go out to play. They choose their fruit and prepare it for themselves. This helps children become self-reliant.

Children attending after school write how they enjoy coming to the provision, saying they 'have fun' and 'wish I could stay for a little while longer'. They develop friendships with each other and some feel 'like I have brothers and sisters'. They enjoy activities such as planting spring bulbs and decorating their own labels, which the childminder laminates for them. They play with their Nintendo's once a week and dress up or play with cars, or watch some television. In the holidays children enjoy outings, such as going bowling, to the cinema or to Legoland.

The childminder is aware of the Birth to three matters framework, but does not yet have any understanding of it to help her evaluate and develop her provision should children attend that are aged under three.

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

The provision is good.

Children benefit from the good partnership the childminder develops with parents. They share information through the completion of contracts and consent forms. The childminder is well informed about children's individual needs, which means she is able to provide them with good support. The childminder exchanges information with parents via the telephone and during handover each day. They share records relating to their children, such as medication and accident records and the attendance register. The childminder is beginning to develop written policies to share with parents. Children help inform their parents about their activities by making a disc to show the outings they took during the holidays. This ensures the parents are well informed about the provision.

Children feel at home in the warm and friendly environment. Children influence the provision by helping to plan their activities. They develop good friendships with each other and move freely about the house as they play. They have their own labelled pots of bulbs outside and display their pictures on the kitchen cabinets. Letters from children that attend after school reflect how happy they feel at the provision. This shows they develop a strong sense of belonging.

Children use resources such as books and play-people that reflect positive images of culture and disability. They learn about their own culture as they celebrate special days, such as Christmas, Mothers Day and Halloween. They talk about other cultures as they try Indian food or Chinese fortune cookies during the Chinese New Year.

Pre-school children behave very well. The childminder is calm and consistent and agrees rules in advance to avoid any arguments, such as how many games they can play on the games console. She helps children work out solutions to their problems, asking 'what can we do' when children are upset that neither can move forward on their bikes due to lack of space on the path. This encourages children to negotiate with each other. All the children help develop a sheet of house rules, which the childminder occasionally gets out to talk about. Children are very helpful and receive plenty of praise from the childminder which they respond well to. This helps children develop excellent behaviour.

### **Organisation**

The organisation is good.

Children benefit from the good organisation of the provision. They have room and resources to support their activities. The childminder organises her time well so that children arrive promptly for school and nursery, and after-school clubs are attended. Children know the routines that provide their day with rhythm and the procedures that keep them safe, such as for their collection from school. The childminder has effective policies and procedures, which she is beginning to set down in writing to better share with parents. She keeps records and documentation up-to-date, and shares these with parents. This supports the children's safety and welfare.

Children receive good support for their care and learning through the childminder attending some additional training, such as for food safety, child protection, first aid, and health and safety. She receives general information about childminding through the National Childminding Association and the local authority, which ensures she is aware of developments in the field. The childminder evaluates her provision and develops an action plan which she then implements. This ensures her provision is constantly developing. 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 make poisonous plants, greenhouses and the garden mirror safe or inaccessible to children. The childminder has now removed poisonous plants. The one remaining greenhouse has Perspex panels and the garden mirror has been removed. This improves children's safety in the garden.

### **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):

- develop the provision for younger children through the use of the Birth to three matters framework.

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)