

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY254837         |
| <b>Inspection date</b>         | 04 February 2008 |
| <b>Inspector</b>               | Lorraine Wardlaw |
| <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. The ground floor of the property is used for childminding and there is an enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under the age of eight, three of whom may be under five years. She is currently minding six pre-school children, and two school aged children. The childminder sometimes works with an assistant and on these occasions she can care for five children under the age of five. The childminder walks or drives to local schools to take and collect children. The family have a cat.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's good health is successfully promoted by the childminder in a variety of ways. From a young age children learn good personal hygiene routines, such as washing their hands and drying them with their own freshly laundered towel after accessing the downstairs toilet. Children learn to dispose tissues in a lidded bin once they have been used. However, children

use wipes before they eat their lunch to clean their hands, which is not as rigorous as running water to prevent cross infection. Children with specific medical conditions are well cared for; the childminder takes full account of their needs and will plan the day accordingly, such as spending more time indoors on very cold days. Good record keeping in the medication and accident books mean that children's good health is safeguarded and their welfare maintained. Children enjoy nutritious meals and snacks because the childminder promotes healthy eating; she looks on the internet at the nutritional content of meals that she provides for children. For example, children enjoy, a tortilla wrap, ham and lettuce or spaghetti meatballs for lunch. Children learn where food comes from when they visit the childminder's allotment to help rake, dig and pick the fruit and vegetables such as carrots or strawberries. Here, mainly in the summer, they have freedom to run around safely, getting exercise and fresh air. Young children are encouraged to walk to nursery and the childminder plans extra activities such as football training for those children who need to further develop their gross motor skills. However, there is less emphasis by the childminder to use the garden in the winter months. Children's good health and welfare is backed up by some good written policies and procedures which underpin the childminding practice such as the pet policy with regards to the cat, sickness and exclusion policy and the dental hygiene policy.

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

The provision is good.

Children are kept safe and secure because the childminder is highly vigilant about their safety. A written, annual risk assessment is completed on the home and garden and hazards identified are quickly rectified. For example, a padded sock has been put on the open stair gate where children use the magnetic shapes on the freezer to prevent accidents, and the lid on the sand pit is soon to be replaced. The childminder keeps a book to record visitors to the home. Children themselves learn about how they can stay safe and how they can protect others; a three year old recalls what to do in the event of a fire and is aware that the small magnet shapes are best not to be used in the presence of a young toddler. They learn to keep safe when out walking, because the childminder talks about road safety. When on outings, such as to Kew gardens, the children wear identity bracelets in case they should be separated from the childminder. Children are able to access a good range of safe, age appropriate toys and resources freely, or under supervision from the childminder. There is a large designated storage unit with labelled boxes of toys and resources, which children open and decide what they would like out. Children are encouraged to take care of the toys and tidy them up after use to take responsibility for their own safety. Children are safeguarded from harm well; the childminder is confident about following the child protection procedure. She has undertaken further training and has lots of guidance information on child protection including her own child protection policy which is shared with parents.

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

The provision is good.

Young children relate to the childminder extremely well and are making strides in their learning and development; the childminder takes time to play with them and offers them good challenges. She is particularly skilled at promoting the pre-school age child's learning, by picking up on their interests and chosen play resources and extending them. They sit together on the floor taking turns in a conversation and play with the geography leap pad; the child excitedly learns how to operate the pad and about different countries around the world and flags. They are keen to use their imagination with the magnetic shapes, making a dinosaur, spontaneously

counting the toes and shapes as they design and talk about their picture. They then select the letters of their name, making the phonetic sounds or naming the letters as they go until they have their name on the freezer; they are very happy and proud of their achievements. Three-year-olds confidently choose from the good range of toy resources available. Crying toddlers settle quickly; they receive cuddles from the childminder who is responsive to their needs. They happily push toy cars around the floor, babbling to themselves. The childminder keeps developmental records for babies and toddlers but there is less emphasis by the childminder to extend the toddlers' learning and development. All children enjoy experiences outside the home socialising with others; they go to parent and toddlers where they take part in creative play such as painting and play with rice and pasta. They go fishing with the childminder in the nearby stream and sing along to nursery rhyme, music tapes with her in the car.

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

The provision is good.

Children are looked after in a caring environment where they learn to respect everyone and where the childminder has a good understanding of equal opportunities. Children have a wide range of resources to play with that reflect cultural diversity and to help them appreciate people with disabilities. Children make a scrapbook called 'we're all different'. Children thrive on the praise offered to them by the childminder and generally behave well; she demonstrates through her good policy and consistent practice that very young children are able to learn the boundaries of behaviour. For example, when a young toddler throws duplo pieces the childminder uses a more authoritative tone to her voice saying 'you don't throw but you give'. The toddler quickly does as they are requested and stops the throwing. Children learn good manners such as asking to get down from the table and tidy up the toys they have been playing with before getting more out. Children have a good sense of belonging; every time they come into the home they find their name and stick it under the 'in' sign on a Velcro board. Children's continuity of care is enhanced because the childminder builds good relationships with parents. She communicates regularly with parents, in the daily diaries and verbally at collection times. The childminder is flexible to the parents requests. Parents are consulted upon through a questionnaire and are happy about all the aspects of care offered. Many good policies and procedures underpin the practice which are shared with parents.

### **Organisation**

The organisation is good.

Children are happy and feel secure in the home from home environment. The highly committed childminder is keen to update her knowledge and skills to benefit the children she cares for. She has attended numerous workshops and short training courses and is currently studying for a National Vocational Qualification level 3 in children's care, learning and development. She is the secretary of the Surrey county childminding association which keeps her up to date with childminding care issues and regulatory changes. Ratios are maintained well to ensure children receive the appropriate attention and supervision. Toy resources are organised effectively and the available space within the home is used reasonably well. The childminding certificate is easily visible to parents because it is displayed in the hall. Documentation and record keeping is well organised and thorough. 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 was requested to have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. The childminder has gained numerous play resources such as an Indian shawl, and books such as 'special people' and 'say hello to children around the world' which helps children appreciate all people in society.

### **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):

- encourage children to use running water when they wash their hands before eating
- continue to develop childminding practice with regards to babies and toddlers learning and development

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)