

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY347610
<b>Inspection date</b>	06 March 2008
<b>Inspector</b>	Amanda May
<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 2007. She lives with her partner and three children aged five, four and one years, in Priestwood, Bracknell. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder currently cares for two children and is registered to care for a maximum of three children at any one time. The childminder walks to local schools, shops and parks and the family have a cat and a rabbit as pets.

The childminder is a member of the National Childminding Association.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children are beginning to develop their awareness of personal hygiene as they are encouraged to wipe their own noses. The childminder has some procedures in place to support children in their understanding, however, some of these do not effectively encourage children in maintaining

their health. Secure nappy changing procedures are in place and the childminder encourages children in potty training where appropriate. However, children are currently only able to wash their hands in the kitchen, and are not always reminded to do so before a snack or meals.

The childminder provides meals to children such as chicken nuggets, sausage rolls and pizzas. Children therefore do not receive a well-balanced menu of foods which promotes their awareness of healthy choices and the importance of good nutrition. The childminder discusses with parents children's dietary requirements and encourages children to taste new foods where possible. Children can access their drinks independently, as these are stored within their reach. Children benefit from being able to play outside in the garden and visit local parks for physical play. Children eagerly explore the toys which they self-select from the toy shed, contributing to their independence and health.

The childminder demonstrates a sound awareness of the procedures to follow to administer medication and to deal with minor accidents. Documentation and records are in place ready for completion and the childminder ensures that these records are shared with parents. Although the childminder has details of children's emergency contact numbers and information about each child's GP, children's health is compromised as parental consent is not currently in place for the childminder to seek advice or help in an emergency.

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

The provision is good.

Children are cared for in a premises which is welcoming, secure and safe both inside and out. A range of resources are used to reduce the risk of accidental injury, and the childminder makes use of stair gates and plug protectors to promote children's welfare. The childminder risk assesses her premises as children play, ensuring that she remains vigilant and aware of any potential hazards. Children are also reminded in their play about safety as they are encouraged to clear away toys to make more space and are reminded not to climb up onto toy storage boxes.

The childminder is currently in the process of updating her fire safety procedure in response to her recent house move. A smoke alarm and fire blanket are in place and the childminder demonstrates a secure awareness of escape routes within her home. However, as the childminder does not talk or practise the escape routines with children, they are currently unable to develop a secure understanding of what they should do in an emergency. This could compromise their safety.

Children are protected effectively through the childminder's awareness of issues surrounding safeguarding children. There are clear procedures in place for the childminder to follow if she had concerns about a child's welfare, and appropriate documentation is in place to support her if necessary. The childminder demonstrates her understanding of the importance of monitoring existing injuries children may attend the setting with, allowing her to successfully promote children's safety and protect their well-being.

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

The provision is good.

Children experience a wide range of activities which contribute well to their development both inside and outside the home. Children are independent and confident as they select toys and resources which capture their interests. Children can easily self-select their toys from easy to

open wicker storage chests, and children eagerly empty out toys to see what they can find at the bottom.

Children have a good relationship with the childminder and obviously enjoy her company and input into their play. Children confidently invite the childminder to play with them, as they make a puzzle.

The childminder plans activities to suit and support the needs of each individual child who attends the setting. Specific resources are included in the day to promote children's development, for example, puzzles which encourage colour recognition. The childminder has also developed a learning box, in which she has a variety of resources such as flash learning cards and early-learning resources. This demonstrates her awareness of the importance of supporting children in their individual stages of development and learning needs.

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

The provision is good.

The childminder works very well with parents to ensure that children's individual needs and struggles are addressed and supported. Continuity of care is promoted as methods for dealing with inappropriate behaviour are shared with parents, ensuring that children are supported consistently in their understanding. Reward charts have been introduced to support children in their behaviour, and the childminder ensures that all children are included in this to promote equality and a sense of inclusion. The childminder offers parents settling in visits to encourage children to feel secure at the setting before they begin to attend permanently. This also provides the childminder with the opportunity to share information with parents about her service, and spend time discussing children's individual needs.

The childminder has a range of resources in place to promote children's inclusion within the setting, and for widening children's understanding of the local community and the wider world. Children are introduced to some festivals from other cultures as they make celebration cards for Diwali and Ede. The childminder ensures that all children are able to access the resources available, and has relevant documentation in place for refreshing her own awareness of beliefs from different cultures and backgrounds.

The childminder strives to ensure that children are equally supported, and although she has not cared for children with learning difficulties and disabilities before, she is determined to work closely with parents to meet children's individual needs. The childminder also knows that some children may develop learning difficulties and disabilities and knows to support them by sharing information with parents and providing activities which are both challenging and fun.

### **Organisation**

The organisation is satisfactory.

Whilst children attend the setting, they are able to access the lounge, hall and kitchen area for their play and enjoy being able to access their toys independently. The childminder records children's times of arrival and departure to ensure their safety, and has relevant documentation in place including a thorough complaints procedure. However, some procedures are not working effectively in practice to support children in maintaining their health.

The childminder displays her registration certificate for parents to view, and knows the importance of ensuring that the conditions of her registration are met at all times, particularly

in respect of ratios. This ensures children are effectively supported and that their safety is maintained.

The childminder continues to develop her awareness and service as she is currently studying for a relevant child-care qualification. She has also completed training in the Birth to three matters framework and has a valid first aid certificate in place. The childminder regularly meets up with other childminders to develop her service and to share ideas. Children enjoy meeting up with other minded children, and develop their social skills as a result.

The childminder meets the needs of the range of children for whom she provides.

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

This is the first inspection since registration.

### **Complaints since the last inspection**

Since registration 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):

- devise strategies for ensuring that children can gain access to suitable hand-washing facilities, and support them in developing their understanding of the importance of personal hygiene
- seek written permission from parents to allow medical support or advice to be sought in an emergency
- devise methods for encouraging children's understanding surrounding fire safety, and develop procedures for dealing with an emergency
- implement a range of menus to ensure children are provided with a healthy and well-balanced diet which includes a range of nutritious food and drink

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)