



Inspection report for early years provision

<b>Unique Reference Number</b>	EY264659
<b>Inspection date</b>	21 September 2005
<b>Inspector</b>	Sarah Fletcher
<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 registered in 2003. She lives with her three children aged eleven, eight and six years in a residential estate, close to the town of Buckingham. Childminding takes place on the whole ground floor. There is a fully enclosed garden for outside play.

The childminder may care for a maximum of four children at any one time and she is currently minding one child under five all day and one child under five before and after school. The childminder walks to the local schools to take and collect children and attends the local parent/toddler group. The family has a hamster.

The childminder is working towards a level 3 qualification in childcare.

The childminder is a member of the National Childminding Association (NCMA).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy because the childminder follows current and appropriate environmental health and hygiene guidelines, policies and procedures, keeping her home clean and tidy. Children understand simple good health and hygiene practices, such as washing their hands before cooking or preparing food and after using the toilet. The childminder washes her own hands often and acts as a good role model to encourage children to follow clear hygiene routines.

Children are well nourished, eating a variety of freshly prepared meals with lots of vegetables. Children can choose from cooked meals or sandwiches for lunches and parents provide snacks. Children are aware of healthy eating and have their health and dietary needs met because the childminder works well with parents, consulting together on any dietary issues, such as introducing more fruit on a daily basis.

Children learn about healthy living through eating nutritious food choices and by taking regular exercise, for example, enjoying walks to local parks and attending tumble tots for physical play. Children are developing awareness of their bodies and the effect of exercise upon them, together with recognising thirst and hunger and adjusting clothing if they are too hot or become cold. Children may rest and sleep whenever they choose.

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

The provision is good.

Children are safe and secure in their surroundings. The childminder keeps children under close supervision at all times, reducing risks and hazards and minimising dangers inside and outside the home. Children are cared for in a spacious home where they can move around safely and freely. The childminder gives high priority to keeping children secure and helping them to understand how to be safe, for example, she allows children freedom to run about in the parks, keeping them within her sight or hearing at all times.

Children learn independence through being able to select from the wide range of toys, resources and equipment available. The childminder carefully supervises children to ensure they have appropriate choices for their age and stage of development, checking toys and equipment regularly for wear and tear or faults.

The childminder promotes children's safety by close supervision and protection from unvetted persons. She has a clear and up-to-date understanding of child protection issues and makes parents aware of her roles and responsibilities to protect children's welfare at all times.

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

The provision is good.

Children settle well in the childminder's home enjoying the company of the childminder's family, with all aspects of their care, learning and play benefiting from the high level of interaction

from the childminder. Children also gain increasing independence with others through activities outside the home, for example attending tumble tots regularly for fun and physical activity.

Children learn from the many opportunities for art and craft activities, messy play, together with exploring their imagination through role play. Children's language development is progressing further through the childminder's use of open questioning and helping the children to describe what they see throughout their day. Children also enjoy reading books and listening to stories with the childminder.

Children receive good support from the childminder in their personal, social and emotional development. They play happily with the childminder and each other, using resources such as puzzles, games, books, small world toys and outdoor equipment, suitable for their age and stage of development. Exploration with paint and playdough helps children represent their experiences, feelings and ideas in a variety of ways.

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

The provision is good.

Children receive appropriate support and care from the childminder, who works well with parents to ensure children feel a sense of belonging and are fully included in family life. Children's continuity of care benefits from the developing two-way communication system between parents and the childminder, which enables her to meet children's needs successfully and treat children equally. Children move about the home confidently, behave well and know the boundaries and ground rules decided by the childminder. Children learn to understand self-control and the childminder encourages them to feel valued and respected as individuals. She meets each child's individual needs and follows their own routine after careful discussion with the child's parents.

Children work harmoniously with others, helping each other out with activities and during free play. They make choices and take decisions in their play, frequently extending activities to their own ideas. Children develop self-esteem and respect for others through role-play, games and sharing toys and equipment. They are aware of their own needs and the needs of others. Children receive appropriate support in their activities and in their play as the childminder interacts with all the children on their own level.

Children learn about the local community as they visit local groups and walk around the neighbourhood. The childminder ensures children have a variety of experiences to enhance their understanding of others through books and some small world toys; however, she has a limited range of resources to increase children's knowledge and understanding of the wider world.

### **Organisation**

The organisation is good.

Children's welfare and well-being are high priority to the childminder. She ensures children have positive support and high levels of interaction by caring for them in small groups. Children feel at home and at ease within the flexible family environment and play happily in the

childminder's care, which contributes to them feeling confident to initiate their own play. Children's development through play benefits from the childminder's good organisation of the toys, resources and equipment.

Clear policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. These include sickness, behaviour, equal opportunities, child protection and fire evacuation. Permissions and records for each child are in place, with parents receiving copies of policies in their induction brochure.

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

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

Not applicable.

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

There are no complaints to report.

### **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):

- expand the range of toys and resources that reflect the wider world

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)