

Inspection report for early years provision

Unique Reference Number	EY357105
Inspection date	14 July 2008
Inspector	Nicola Hill
Type of inspection	Childcare
Type of care	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.

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 2007. She lives with her husband and their two children, aged five and twelve, in an end-of-terrace house in Woking. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet facilities on this floor and provision for children to sleep available on the first floor. There is a fully enclosed garden available for outside play. The family has a pet hamster.

The childminder holds a valid first aid qualification. She is registered to care for a maximum of four children at any one time and is currently minding two children, aged six and seven, who attend before and after school only. She is not registered to provide overnight care.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The childminder implements effective practices and procedures so that all children can enjoy a healthy lifestyle. Children gain an awareness and understanding of hygiene through discussion

with the childminder and through the consistent daily routines, such as hand washing after visiting the toilet and before mealtimes. Good systems are in place to prevent cross-contamination as each child has their own towel to dry their hands and signs are displayed in the toilet, reminding children of the importance of hand washing. Children are protected from the potential risk of illness and infection as the childminder follows her sick child policy that is discussed with parents on registering. The childminder holds a current first aid certificate and is clear on the recording methods for accidents and prescribed medication. All documents are stored confidentially, and written parental permission to seek any necessary emergency medical advice or treatment is obtained.

The childminder has a positive attitude towards the benefits of being outside and encourages children to be out in the fresh air every day. This can include playing in the garden with balls and scooters, painting on the patio or eating tea outside when the weather is nice. Regular visits to the park and daily walks from school enable the children to develop a positive attitude towards maintaining a healthy lifestyle. The use of large scale equipment at parks also improves children's physical skills and helps them to develop control of their bodies. Children are also able to rest and relax after a busy school day, in accordance with their individual needs.

Appetising and nutritious snacks and meals encourage the development of healthy tastes and preferences. They include fruit and vegetables that the children have planted and tended in the childminder's garden so that they experience the satisfaction of eating what they have grown. The large variety currently includes runner beans, courgettes, butternut squash, mange tout and red pepper. The childminder has a good knowledge of what constitutes a balanced diet, and children's dietary needs and preferences are obtained from parents on registering. Mealtimes are very sociable, with children chatting happily amongst themselves and with the childminder about their school day. Children have regular access to drinks and further develop their understanding of a healthy diet by taking part in cooking activities, such as making home-made pizzas and by visiting the local fruit market.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The childminder provides a safe and comfortable environment for children. The home is mostly well maintained, although some areas are currently undergoing some re-decoration. Space within the house is well organised, allowing children to move around freely and independently, and appropriate items of equipment and furniture are available allowing the children to play, rest and eat in comfort. Children independently access a broad range of developmentally appropriate resources and equipment, that are maintained in good condition. Many resources are stored at the children's level in the living room so they are able to choose what they would like to do, promoting their independence and enabling them to pursue their own interests.

The childminder identifies and minimises areas of risk to children, taking into account their ages and their differing stages of development. She has implemented sound security precautions as children are only released to authorised carers and the garden is secure. However, the front door is not kept locked which may allow children to leave unsupervised. Children learn about road safety and develop independence when walking home from school with the childminder. They also learn about fire safety as the childminder ensures evacuation procedures are practised regularly. The childminder displays her evacuation plan and discusses exit points with visitors to the setting.

The childminder supervises the children well, and has a good knowledge of child protection issues, demonstrating through discussion that she understands the reporting procedures if she was concerned about a child in her care. The childminder shares her guidance with parents and has obtained written parental consents to ensure children's welfare is safeguarded and promoted. A good range of written policies support the childminder's practice, such as procedures for lost and uncollected children.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle easily and make themselves at home. They benefit from the warm and caring nature of the childminder and her positive attitude. The childminder knows the children well and is aware of their favourite toys and activities. She responds to their interests and talks to them about their family and what they have been doing at home and at school. Consequently, children develop self-esteem and are happy and contented.

The children enjoy their time at the end of the school day when they can relax or be active in accordance with their interests. They help themselves to toys and play harmoniously together. The childminder has a sound understanding of child development and offers ideas for play opportunities which take into account their age and individual needs. This often includes following topics the children have been covering at school. For example, a recent topic on growing has resulted in the children growing a large variety of fruit and vegetables in the garden, such as tomatoes, blueberries, potatoes and sweetcorn. The childminder also extends the children's learning by talking to them about the roots and how seeds germinate. Children enjoy playing with the dolls, marble runs and Lego. They have fun dressing up and role playing and love trying out the new domino rally set. They sit with the childminder and share out the different coloured dominoes. The children then take turns to fill the domino truck with their dominoes in sequence and the childminder asks the younger children what kind of pattern they have made. They say they have made a repeating pattern and the childminder congratulates their answer.

The childminder is involved in children's play and supports them well by listening and talking to them. She ensures children are given time to do homework if necessary, but makes sure that they also have plenty of time to play and enjoy themselves. Children have opportunities to visit the local parks, the fruit market and the local Lightbox Museum. They often help themselves to art and craft items from the 'making box' and take part in activities, such as painting, sticking, colouring, decorating plant pots and making snowglobes.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals and are treated as one of the family. Their needs are well met and they enjoy trusting relationships with the childminder. The childminder shows a positive attitude to providing an inclusive environment. She talks to children about diversity in the world around them. However, she does not currently provide many activities to help children learn about different cultures, and resources that reflect positive images of diversity are limited. Consequently, opportunities for children to develop an appreciation of the wider world are not fully promoted.

Children thrive on the positive interaction they receive. They respond well to the childminder's clear guidance and praise, which builds their confidence and self-esteem. Children feel secure

because they understand the consistent boundaries and house rules. They talk about these with the childminder, such as sharing, and have recently decided to add their own rules for when they are out and about. The childminder is a positive role model and deals with unwanted behaviour calmly but firmly.

Children benefit from the good relationships developed with parents. Daily discussions and diaries keep parents and the childminder well informed of the children's recent experiences. Contracts are used, which underpin the good working relationship between the two parties, and set out clearly the expectations of those involved. The childminder has also developed some well written policies and procedures, of which parents receive their own copy, to ensure they are fully informed of all aspects of the childminder's business. Parents are happy with the care provided and say the childminder provides an excellent environment for the children. They comment that the childminder keeps them well informed, and has created a great routine for their children, which helped them to settle into their new schools. The childminder is aware of the legislation regarding complaints and a system to record complaints has been set in place.

Organisation

The organisation is good.

Children benefit from the care, learning and play opportunities created during their time spent with the childminder. The atmosphere is one that is calm and happy and where children feel welcome. The childminder is attentive to the children's needs and ensures they have fun after their time at school. Children benefit from the childminder's use of space, time and resources and they receive sufficient adult support to help them feel secure and confident.

Children's health, safety and welfare are well promoted. The childminder has a secure understanding of the National Standards and ensures adult to child ratios are maintained at all times. The childminder has a range of suitable documentation in place which enables her to meet the children's needs. However, one weakness in the childminder's record keeping has been identified, as the exact times of children's arrival and departure are not recorded in the attendance register. Overall, the childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

Not applicable: this is the first inspection since registration.

Complaints since the last inspection

Since registration, 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):

- further improve safety practices and procedures within the home by making sure the front door is secure at all times
- further develop the range of resources and activities that reflect diversity to increase children's awareness of the wider world
- improve documentation by ensuring exact times of arrival and departure of children are recorded in the attendance register.

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