

Inspection report for early years provision

Unique Reference Number	EY348931
Inspection date	22 July 2008
Inspector	Stephanie Graves

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 was registered in 2007. She lives with her husband and their three children aged 12, seven and three in Dunton Green, Sevenoaks, Kent. The whole of the ground floor and one upstairs bathroom are used for childminding and there is an enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding four children on a full time basis. The childminder walks to local schools to take and collect children and attends the local toddler group. The family has a dog.

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 take part in experiences which help to promote their knowledge and understanding of good health issues. For example, the childminder encourages them to clean their teeth or

wash their hands at the appropriate times and to use paper towels for hand drying. She prompts children to look away from others when coughing, uses antibacterial spray for cleaning surfaces and has effective nappy changing procedures. These measures help to prevent the risk of cross infection. Children's welfare is promoted when they are unwell. For example, those with infectious conditions do not attend the setting, which helps to prevent the spread of contagious ailments. Accident and medication records are in place along with written consent to seek emergency medical advice or treatment. This means any necessary treatment and follow up can be dealt with swiftly. Children's physical development is promoted well through regular, ongoing outdoor opportunities and outings. They can also rest and relax in comfortable surroundings to promote their sense of wellbeing.

Children are provided with regular drinks to keep hydrated. They eat food that is properly prepared and offers variety and choice. For example, a sample menu includes cereal and toast for breakfast, sandwiches or cheese and crackers with fruit for lunch and a variety of home made meals for dinner, including fresh vegetables. Children help to prepare some foods and the childminder raises their awareness of healthy eating by interacting with them at meal times. Children's dietary requirements are addressed because the childminder and parents work closely together to meet their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children can play and learn within plenty of unobstructed space, where they can easily access the toys and resources available. They are supervised wherever they play and the childminder ensures the premises are secure, which helps to ensure their safety at all times. She assesses potential risks regularly and implements a range of safety measures and written consents from parents to promote children's safety in a range of situations. Toys and resources are checked regularly to ensure they are safe and appropriate for the needs of the children attending. Children develop a good awareness of how to help keep themselves and others safe through effective input by the childminder. For example, she asks them if they know which number to call to get help in an emergency and discusses related scenarios with them. This helps to develop children's knowledge and understanding of personal safety.

Children's welfare is considered well, because the childminder understands the signs and symptoms of abuse and knows where to seek advice in the event of a concern. Although her understanding of the local procedures for safeguarding children is limited, she has written information in place including important contact numbers and a several procedures that help to promote children's safety in a range of situations. This helps to ensure that children's welfare remains the childminder's priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled within the childminder's home. They play well with the childminder and her son and enjoy her input, for instance, as they make snails with play dough. The childminder supports children's learning well, for example, as they manipulate, roll and cut the dough into different shapes. She asks many effective questions to help children think and respond, such as how they think they can use the dough to make a roundabout in a road and by asking if the cars children are playing with are going fast or slow. She asks if children know what the end colour be when two colours are mixed together and children are quick to offer

answers. The childminder understands the developmental needs of the children she cares for. For example she has an understanding of the Birth to three matters framework and plans and provides a range of suitable experiences for the younger children attending. These include interactive toys and resources that they can explore using all the senses.

Children play purposefully and enjoy accessing a good range of toys and resources. These include books, construction, puzzles, art and craft, mark making, role play, gardening and cooking. Children play well together, for example as they build towers from inter-connecting blocks and count the pieces as they make their creations. They enjoy listening to stories read by the childminder who allows them to choose their favourites. For example, younger children sit on the childminder's lap to look at the pages and discuss the contents. The childminder leaves the ends of sentences open for older children to finish, which encourages them to become actively involved and respond to questions about the main themes. Overall the childminder provides a good range of toys, resources and experiences to promote children's intellectual, physical, social and emotional development.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern by the childminder and cared for according to their individual needs. She continually acknowledges the young children she cares for, which helps them develop a sense of belonging and self assurance. Children learn about the differences between themselves and others through toys, resources and experiences, which include positive images of diversity. These include puzzles, books, dressing up costumes and enjoying multi-cultural foods. They are taken on outings to local places of interest, including the library, park and toddler groups. These experiences help children to develop an awareness of the wider world and diversity within society. Children learn the expected behaviour boundaries because the childminder manages challenging behaviour calmly and consistently. Children consequently learn to play positively, share and take turns and develop respect for the childminder and one another. The childminder praises children for their achievements and good behaviour, which helps to promote their confidence and self esteem.

Children benefit from consistency of care, through the partnership between the childminder and parents. The childminder takes positive steps to ensure parents are informed about all relevant policies and procedures. Parents feel the childminder offers a professional service, meets their children's individual needs and provides plenty of feedback on their progress. A good two-way flow of information helps to provide children with equal support between home and the childminding environment.

Organisation

The organisation is good.

Children are well cared for within a well organised childminding environment. They feel at ease with the childminder, her son and the activities and routines provided. Although improvement is required regarding the childminder's knowledge of safeguarding children procedures, she takes positive steps towards ensuring the safety and welfare of the children at all times. A good range of documentation and the required records are in place and readily available for inspection. These include daily attendance records, which show clear arrival and departure times for children. The childminder displays her registration certificate clearly. Children's welfare, care and learning are promoted well through the childminder's effective practice and the range of policies and

procedures that underpin her professional practice. 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

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):

- continue to develop knowledge and understanding of the local safeguarding children board procedures.

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