

Inspection report for early years provision

Unique Reference Number	EY358943
Inspection date	14 May 2008
Inspector	Freeda Wildon
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 two children aged six years and 12 years in Faversham, Kent. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children at any one time and is currently minding five children under eight on a part time basis. The childminder drives to local schools and pre-schools to take and collect children. She attends the local carer and toddler group and local childminding group. The family has a pet dog, a rabbit and some pond fish. The childminder is a member of the National Childminding Association. (NCMA). She has a childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well maintained home where good hygiene practices are implemented by the childminder who is a good role model. Children wash their hands before eating, after playing with the animals and after using the toilet. A sick child policy, effective

nappy changing procedures and the use of individual towels further help prevent the spread of infection.

The childminder has first aid training and permission for seeking emergency medical advice and treatment. This helps her to act in the best interest of children if they have an accident or become ill. An accident and medication log is kept. The childminder has at hand, the signs and symptoms of meningitis to help her act promptly if she is concerned.

Physical play is a daily activity. Children have the opportunity to move freely indoors and outdoors in the fine weather. Children enjoy garden play where they have a sand pit, water play and other outdoor equipment. They are taken out regularly, for example, to toddler groups, the library, parks and local shops. This contributes to their physical wellbeing. The childminder provides the food for some of the children. She promotes a healthy diet, for example, fresh fruit is served for snacks and home cooked foods for evening meals. The childminder encourages children to learn about healthy foods by talking to them about healthy eating. Children enjoy visiting the local farm shops where they are able to find out about local sourced foods. As a result, they are learning about making healthy choices. Children are provided with plenty of drinks throughout the day so they remain hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is warm and welcoming to children and parents. Children play in a dedicated play room which is welcoming and inviting. The childminder organises her home so that children can move freely between the play room and other rooms in her home, giving them plenty of space. Children have access to a good range of meaningful toys that are clean and safe.

Children play in a secure environment because the childminder undertakes daily informal risk assessments. She ensures that the appliances in her home are safe and meet the required standards. There is a written evacuation plan and children practise leaving the premises; this supports their understanding of what to do if they need to evacuate the home in an emergency. Effective procedures are in place for outings to keep children safe. For example, the childminder takes children details out with her to cover emergencies. She has written permission from parents to transport children in a vehicle and has appropriate insurance to do so.

Effective procedures for the arrival and collection of children are in place; this means children only go home with authorised adults. The childminder's sound knowledge and understanding of child protection contributes to safeguarding children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and contented in the childminder's care who is loving and caring in her interaction. Children enjoy cuddles with the childminder and they sit closely to the childminder to listen to their favourite story 'The Hungry Caterpillar'. The playroom is set up with a variety of stimulating toys and play equipment allowing the children to have free choice. Self-selection promotes children's independence and builds their self-confidence. The childminder helps children acquire new skills and knowledge through activities such as cooking.

Children's social development is encouraged as the childminder promotes turn taking and sharing. Children are forming positive relationships with others through regular visits to social

groups. The childminder is close by the children as they play, giving them appropriate support with puzzles and games. She encourages them to use their imagination through role play as they pretend to be mummy and babies. Photographs, displays and discussion show children are involved in creative work such as painting and gluing. The childminder provides suitable toys for young children. Babies enjoy action reaction toys, learning about cause and effect. They explore the treasure basket experiencing different textures and materials. Children develop an interest in what is happening around them as the childminder uses teaching moments on nature walks. For example, the children collect pine cones and leaves for the nature table. In addition children are growing seed and cress and they observe the growth cycle.

Children's mathematical thinking is fostered, for example, the childminder counts with them, compares sizes and plays matching games. Their language development is also fostered as the childminder asks open ended questions to make them think and listens carefully to their responses. In addition, the children enjoy stories and singing. They visit the library regularly and are developing a love of books. The childminder has a good understanding of child development and knows how young children learn. She knows what activities children enjoy and provides these activities. As yet, she does not formally assess and plan for individual children but intends to do so using the Early Years Foundation Stage in the near future.

Helping children make a positive contribution

The provision is good.

Children are happy and settled in the childminder's care and they make themselves at home. They are able to bring their personal possessions with them which make them feel secure. The childminder obtains important information from parents about their children's individual routine. As a result, their individual needs are met. Children are learning about differences and to value and respect all, because the childminder has appropriate procedures in place to help children understand. Resources are available to support children's learning of diversity. For example, the childminder provides books and dolls that reflect disabilities, gender and culture. They are introduced to other cultures and celebrations through the activities, for example, Chinese New Year. Visits to local shops and parks help children learn about the local community.

Children are well behaved and they play harmoniously with each other because the childminder encourages children to share and take turns. They are developing well in their self-esteem and are learning respect for each other because the childminder is a good role model. She praises and encourages children and values their achievements; their art work is proudly displayed around the room.

Good partnership between the childminder and parents benefits children enormously. The childminder shares detailed information about her service and provides parents with good written information and verbal feedback daily. Contracts, detail business arrangements between the childminder and parents. The childminder provides parents with an extensive range of policies and procedures. As a result, parents are fully informed about her childminding service.

Organisation

The organisation is good.

The childminder uses the space in her home well and children move around freely and safely. The environment is laid out well and shows the childminder has a clear understanding of how children learn through play. The childminder organises her daily routine to include outings, quiet times, active times, meal times and school runs. The childminder has a sound knowledge

and understanding of the National Standards. She has a childcare qualification and is keen to further develop her knowledge. The childminder is able to show that all adults living in her home have undergone checks to establish their suitability. Forward planning ensures that children's needs are met in the case of an emergency by the identification of an alternative minder known to the children.

The childminding service is underpinned by a comprehensive pack of carefully thought through and informative policies and procedures, which effectively guide her practice. The complaints procedure reflects the current regulation and information on how to complain is displayed for parents to see. The registration certificate is also displayed so that parents can see her conditions of registration. All the required documentation for the safe and effective management of the setting and to promote the welfare and care of children is well maintained and stored securely. 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):

- develop the system of planning and assessments, to ensure information gained through observation is used effectively to inform the planning and identify children's next steps in learning.

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