



## Inspection report for early years provision

<b>Unique Reference Number</b>	129145
<b>Inspection date</b>	13 December 2005
<b>Inspector</b>	Gail Groves

<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 has been childminding since 1984. She lives with her husband and adult child in Hatfield, Hertfordshire. The whole of the ground floor 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 six children at any one time and is currently minding five children under five and three children over five all of whom attend on a part-time basis. The childminder walks or drives to local schools to take and collect children. The childminder attends the local childminders' drop in

group and parent and toddler group, takes children to the local library and takes children to the local park. The family has a pet goldfish.

The childminder is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The childminder's use of appropriate health and hygiene guidelines, policies and procedures ensures children are protected from infection. For example, she is careful to use appropriate nappy changing routines, excludes children with infectious diseases and maintains a clean and hygienic environment. Children understand and carry out simple, good health and hygiene practices themselves, such as washing their hands after using the toilet or before eating and are careful to dispose of used tissues in the bin. This helps them to develop good habits in later life. Children's health and dietary needs are well met because the childminder works with parents to understand what is required and respects their wishes. She provides nutritious meals and children have ready access to drinks which they can help themselves to independently. Sometimes discussions, such as why they need to avoid eating sweets, also help them to understand about healthy living.

Children have regular opportunities to enjoy physical activity and fresh air so that they develop a healthy lifestyle. They visit the park to use the swings, the slide and to play ball games. Under supervision they run and use bikes on the grass outside the front of the childminder's house and go for walks in the woods. This also helps them to extend their coordination and physical skills. Children rest and sleep according to their needs and can take part in less strenuous play within their daily routine so that they do not become overtired and irritable. For example, they play quietly with puzzles, listen to a story or watch a video if they are tired but do not need to sleep.

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

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment in which risks to their safety have been minimised. They have access to a range of safe and suitable equipment which meets their needs and which encourages them to become independent. For example, they use low tables and small chairs so that they can sit comfortably to draw and write and use a step in the toilet in order to reach the sink without help when washing their hands. The childminder maintains these in good condition and checks and replaces her resources as necessary to ensure that children are not hurt by broken items.

When they go on outings, procedures such as wearing reins, holding the childminder's hands or wearing a bracelet with the childminder's mobile phone number on it help to keep children safe. Children learn to keep themselves safe by discussing dangerous situations within their environment. For example, children are

aware why they must not turn on light switches with wet hands or touch electrical sockets. In this way they are beginning to learn to identify and minimise risks for themselves. Children are protected because the childminder has attended relevant training, understands her role in Child Protection and is able to put appropriate procedures into practice when necessary.

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

The provision is good.

The childminder spends a lot of time talking and playing with children. She respects and supports their needs and requests and listens carefully to what they have to say. As a result, they develop confidence and self-esteem and readily ask questions to seek information to extend their thinking and understanding. Children are involved and interested in the varied activities provided for them and show good levels of attention and concentration. They acquire new knowledge and skills through the many play opportunities the childminder provides and with her support they respond to challenges which are appropriate to their individual needs. For example, children learn colours and numbers through matching and naming games and have opportunities to write and make marks whilst playing imaginative games such as pretending to work in an office or pretending to be a teacher.

Children are able to use their initiative to help with their self care and play so that they are learning to become more independent. For example, they select activities and resources from boxes kept on the floor and help to lay the table at lunch time and to dry up the dishes when they have been washed. They make positive relationships both with each other and with familiar and unfamiliar adults and are eager to discuss and share their experiences. This helps to build and extend their social skills.

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

The provision is good.

The childminder works with parents to understand and meet individual children's needs so that she can provide appropriate support and ensure that they are all included fully in activities. She shares information regularly with parents so that children's progress and development is monitored and treats all children as part of the family. As a result, they have a strong sense of belonging and are assured and settled. This allows them to confidently and eagerly participate in all the learning and play opportunities available. Currently, the childminder does not have a system to record complaints. Therefore parents' views and concerns may not always be correctly acknowledged and children's welfare cannot be fully monitored. With support from the childminder children learn to understand responsible behaviour such as politeness, sharing and taking turns. This means that they are able to work harmoniously with others.

Children make choices and take decisions throughout their daily routine so that they develop confidence and feel that they have a part to play in their care. For example,

they decide if they wish to use a knife and fork or a spoon and fork to eat their lunch and choose what they would like to eat for pudding. They become aware of the wider society through access to resources which reflect diversity and through discussions with the childminder.

## **Organisation**

The organisation is good.

The childminder holds the Certificate in Childminding Practice and regularly attends training and workshops at childminders' conferences to update her knowledge and skills. This ensures that children are well cared for. She organises the space and her resources well in order to meet children's needs effectively and she has a high regard for the well-being of all children. The childminder's policies and procedures work in practice to promote children's progress and well-being and most of the necessary documentation for the efficient and safe management of the provision is in place. The information she keeps about the children is relevant and helps to promote their care. She organises her time efficiently in order to give children a lot of individual support and attention and this positively supports their care, learning and play.

The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the childminder agreed to improve the ability of children to remain healthy by obtaining written parental permission to seek any necessary emergency medical advice or treatment. She has now obtained this permission for all the children in her care. This ensures that should they need it, they can receive any necessary emergency treatment without delay.

## **Complaints since the last inspection**

Ofsted have received one complaint, since 1 April 2004 relating to National Standard 11: Behaviour. The complaint related to the childminder's management of a child's behaviour. We carried out an investigation on 21 July 2005. We found no evidence that the provider was not complying with the national standards. We took no further action and the childminder remains qualified for registration.

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
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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):

- keep a written record of complaints, any action taken and the outcome of any investigation, as detailed in 'Day care and childminding: guidance to the National Standards revisions to certain criteria October 2005'.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)