



## Inspection report for early years provision

<b>Unique Reference Number</b>	136546
<b>Inspection date</b>	18 October 2005
<b>Inspector</b>	Kay Bateson

<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 registered since 1996. She lives with her husband and 3 teenage children aged 13,14 and 16 years. They live in a town house in a residential area of West Wickham, Kent, within walking distance of local shops, schools, parks, and transport links.

The minded children have access to the first floor and downstairs rooms, which includes washing and toilet facilities. There is a fully enclosed garden available for outside play. The childminder walks to local schools to take and collect children. She attends the local childminder groups, toddler and play groups, and takes children to

the local library and parks.

The family has three cats.

The childminder is a member of the National Childminding Association. She is registered to care for four children at any one time and is currently minding five children all of whom attend on a part-time basis.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a warm, clean home where they learn the importance of good hygiene practices and personal care, through daily routines. The childminder follows sound procedures and gently reminds young children if they have not washed their hands after using the toilet. This heightens the children's awareness of the importance of good practice and keeping themselves free from the spread of infection.

Children enjoy a wide range of opportunities for physical play. The childminder fully supports their individual needs for rest and active play. They can use a variety of outdoor equipment with sufficient space to run about in the garden, as well as enough space indoors for playing on the floor with toys. The childminder takes them to play in the local parks, walks daily to places, such as the local shops, toddler groups, and schools. She encourages children to develop strong body control and skills at all times. This is apparent when watching children confidently and independently walk up and down stairs, manage clothes themselves and fix the train track together.

Children benefit from a healthy diet, of fruit snacks and well prepared cooked meals. They acquire new tastes and are encouraged to develop good eating habits, as they sit together eating at the table with the childminder. They learn about healthy eating through discussion with the childminder when they were talking about lollipops whilst playing. Children have plenty of drinks throughout the time with the childminder and are heard talking about having to drink more on hotter days. Therefore, children are learning and understand about the important benefits of good eating habits and water has to their growing bodies.

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

The provision is good.

Children enjoy playing in a safe and secure environment as the childminder pays good attention to protecting children from possible hazards in and outdoors. She fully supervises children while playing, she provides good quality safe toys, conducts regular fire drills and reminds children about keeping themselves safe. This is apparent when children have reminders about the amount of food going into their mouths, to think while they hold the banister going downstairs and they tell each

other not to run indoors. Therefore, children are learning the reasons for keeping themselves safe and the importance of reducing accidents when playing.

Children's welfare is safeguarded and promoted by the childminder clear understanding of signs and symptoms of abuse, also who to contact for advice. Children know to hold hands when out, younger children wear reins and are secure in the buggy. The childminder carries identification, contact numbers on her person when out, records accidents accurately and is aware of the importance of keeping first aid training up to date. However, the childminder has yet to find the certificate of her latest training and agreed to attend to this matter immediately.

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

The provision is good.

Children are confident, very interested and involved when playing with the good selection of toys provided by the childminder. They are able to make good choices, select toys themselves, and play harmoniously together. The toys and activities are organised to suit the children's ages and maintain their interests by the childminder regularly rotating them, which provides them with variety and renewed interest. They benefit from the daily trips out to the park, playgroups and other local places the childminder takes them to. This ensures they have a balance of opportunities and experiences that support the development of important socializing skills.

Children are keen to share information and talk animatedly about events at home and what they are learning about to the childminder. This is apparent when they talk about becoming bigger boys, 'Thomas the Tank engine' and share Spanish words said at home. The childminder sits listening intently, joining in with their conversations, and asks questions that promote children's thinking. She supports their developing speech and pronunciation of words, by playing with them, reinforcing words spoken by modelling back clear pronunciation and giving children time to fully express what they are trying to say.

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

The provision is good.

Children feel welcomed and are fully included into the setting. They feel valued and their needs fully addressed by the good procedures the childminder follows. She has a sound settling in procedure, uses lots of praise and encouragement when children tackle challenges during playing, and offer comfort to children when they need it. They are happy and feel 'at home' as they play, making strong bonds with the childminder. This enables children to feel emotionally safe and secure while away from their parents.

Children behave well and play co-operatively together. They share equipment and turn take with seldom help from the childminder to help them solve issues arising over toys. They demonstrate a good understanding of acceptable social manners of "please" and "thank-you", which is well supported by the childminder's expectation.

This helps children learn important social skills, as well as a firm understanding of what is right and wrong.

Children are interested and fascinated with the excellent resources that the childminder provides to support their understanding about the community and positive images of people. The childminder answers their inquisitive, in-depth questions about the differences they notice when looking at play people, in a sensitive and accurate way. This allows the children to form a sound understanding and learn about disability through their imaginative play.

Parents are very happy with the care provided by the childminder. They benefit from the good working relations fostered by the childminder, through her clear exchange of information, keeping contractual and most written agreements signed and regularly reviewed. She shares verbal and written information about the child's day and discusses any concerns when they arise. This ensures the children are well looked after according to their wishes. However, children's safety and welfare could be delayed as not all written agreements with parents are signed and in place. The childminder agreed to maintain all written agreements immediately.

## **Organisation**

The organisation is satisfactory.

Children feel happy and at home due to the way the childminder organises the play space for them, with areas for quiet and active play. They have a balance of outdoor and indoor play experiences, with additional activities organised by the childminder to broaden their experiences, such as trips to parks, libraries and playgroups. The childminder pays sound attention to attending training and courses, presently increasing her knowledge in Child Protection, which ensures she fully understands and supports the children's individual needs.

The childminder pays sound attention to keeping all the required documentation and details of the minded children organised, accurate and up to date. All contractual arrangements and most parental written agreements are in place.

At the inspection, the childminder agreed to display her certificate of registration during the hours of minding, and to, obtain a copy of the missing first aid certificate. She agreed to ask parents for giving her written permission for seeking emergency medical advice or treatment for all children. She is aware that making some slight adjustments to her existing sound method of storing children's details would reduce the time delay in the event of an emergency situation. This will ensure children's overall welfare and safety is fully met.

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

## **Improvements since the last inspection**

At the last inspection the childminder agreed to ensure the children washed their

hands before eating. Children were seen washing and wiping hands before snacks and meals.

### **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):

- ensure the current first aid certificate is available to view.

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)