



## Inspection report for early years provision

<b>Unique Reference Number</b>	111716
<b>Inspection date</b>	04 January 2006
<b>Inspector</b>	Elly Bik-Kuen Wong

<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 was registered in 1989. She lives with her husband and their two teenage children. They live in a good sized bungalow on the outskirts of Winchester, close to local amenities including schools, parks and a few shops.

The main part of the property is available for minding, excluding the garage side of the house where there are temporary building works. The minded children use the lounge, conservatory and kitchen. There is a room for sleeping with appropriate bedding if required. There is an enclosed garden for outside play.

The family have two cats and some small pets. The childminder currently minds 4 under 5's and 2 over 5's during the week. She attends 2 carer and toddler groups and a soft play centre with children on a weekly basis. The childminder is a member of the National Childminding Association, and is a member of its quality assurance scheme called Quality First. She is part of the Hampshire Scheme of more experienced 'Support Childminders', who offer support to new childminders.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children benefit from a clean and comfortable environment. Procedures are in place for cleaning and disinfecting surfaces used by children and for their nappy changing. Attention is also paid to pet hygiene to ensure children's well being. Young children develop good hygiene practices, as the childminder emphasises the importance of hand washing before eating, and after using the toilet or garden, or playing with pets. Children associate the use of soap and hand washing with killing germs and preventing infection. There is a sickness policy in place to prevent cross infection from those who are ill.

Young children have good opportunities for developing their physical fitness and co-ordination. Children can run, explore, and practise safe movement in the large garden. It has designated areas for large physical play which have safe surfaces and equipment for climbing, sliding, and jumping on a large trampoline. They also develop their physical balance and control through garden games and visits to the local park and soft play centres. Children develop health and bodily awareness because the childminder makes a point of taking them to school on foot daily to keep them fit. Through playing with construction toys and handling small tools, young children also develop good manipulative skills, such as when buttering their bread, or when 'cutting up' play food like 'pizzas'.

Children have easy access to drinks including water, juice, and milk to prevent dehydration. Children's preference in food is respected, and parental requirements regarding special diets and allergies are being met. Children enjoy a good range of snacks and cold lunches which contribute to their balanced diet and good health. Those who are present in the afternoon routinely benefit from a wide choice of snacks including fresh and dried fruits, though in the morning, children's snacks are limited to biscuits only usually.

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

The provision is satisfactory.

Risks have been assessed and reduced both indoor and outdoor for children. Barrier gates are in place to control children's access to the kitchen; while hazardous substances are locked away to prevent accidents. Those indoor and outdoor areas affected by the extension building work are cordoned off temporarily to ensure

children's safety. However, the tall CD racks in the lounge can be potential hazards to the youngest children who are crawling or unsteady on their feet. Toys and equipment are in good condition, and are generally well organised for children to access them safely by themselves, or ask for them from within the storage containers or storage cupboards.

Children receive good attention and support from the childminder, who supervises them directly, or within her sight and hearing. For instance, children playing in the lounge are watched from the adjoining kitchen, if the childminder has to be in there briefly for preparing their food and drinks. The older children who are responsible enough to play out in the garden by themselves, are monitored through the open doors and windows in the lounge and conservatory. Children are helped to learn about fire safety, and practise evacuation according to the childminder's emergency fire plan. Children are protected by appropriate health and safety procedures in place generally, though sleeping children are not always monitored consistently.

Children are helped to develop an awareness of how to keep safe. For example, when the older children handle toys with small parts, they know to keep away from the youngest ones so that the latter cannot choke on the small parts. They also learn about stranger danger, and road safety rules when being walked to school by the childminder everyday. The childminder is qualified in first aid and is able to protect children who may be involved in accidents and emergencies. She has also updated her knowledge of child protection procedures, and has a sound understanding of how to seek advice and refer concerns in order to safeguard children's welfare.

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

The provision is good.

Children settle well into the friendly environment and structured routine. Their needs for care, learning, and play are met effectively. Young toddlers enjoy a balance of active play and quiet rest during the day. They have opportunities to play and learn both on the premises; and at local social groups and a soft play centre for children, where they mix with other children and adults. Young children are happy, involved and enjoy satisfying free play with stimulating toys of their own choice, which they access by themselves or with the support of the childminder. They have good opportunities to develop their language and thinking as the childminder talks to and engages well with them, for example, during imaginative role play with baby dolls and play food. With adult support, babies and toddlers learn to communicate through expressions, gestures, babbling, and attempting new words and sentences. Children generally benefit from a good selection of age-appropriate books and play resources, including those for construction, home corner, small world, and creative play. However, during the duration of the extension building work, children have reduced access to toys temporarily.

Children's play and learning is actively promoted by the childminder, who is experienced with a wide age range of children from babies to school-age children. She has regard to the Birth to three matters framework for babies and toddlers; and is aware of the foundation stage of learning for pre-school children. The childminder

varies the activities and the levels of support to suit the needs and abilities of the individual children involved. Young children have lots of fun while developing their knowledge and thinking through first hand experience. They learn about nature, for example, when they observe ladybirds and other mini-beasts in the garden, and then read a relevant book as well as make collages of them. They are also supported to plant sunflower seeds; water the seedlings; and see them grow. Pre-school children learn about the neighbourhood and how to bag and weigh the chosen fruit and vegetables during special shopping trips. As a result, children make good progress in their learning and development.

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

The provision is good.

Children's needs are met well because of good relationships and communication with parents. Any special needs, and health and other requirements are handled sensitively and effectively through close liaison with parents and relevant professionals and agencies where appropriate. The childminder actively seeks parental feedback informally and through questionnaires. She talks to them about their children's progress at handover time or by phone, and shares her records of their children's development and learning, which she observes on a daily basis.

Children feel happy and secure with the childminder. They respond well to her constant praise and encouragement for achieving a goal, or for their effort even if they do not achieve it. They are made to feel good about themselves, and develop their self-esteem. Children thrive on the childminder's clear boundaries and good role model for behaviour, and learn to play socially with their peers by sharing and turn-taking. They have good opportunities to develop their independence in looking after their personal needs, such as hand washing, tidying up toys, laying the table, and spreading their own bread.

All children are treated as individuals with respect and equal concern. They learn to appreciate and value age differences when the childminder explains how the babies and young toddlers require different toys and help with feeding because of their age and that they are still learning. Through role play and games, girls and boys are encouraged to play freely without any labelling of gender roles. Children have fun while learning about their own and other cultures through toys and books that portray positively different countries and backgrounds. They also enjoy tasting different foods from around the world, and learn to appreciate cultural differences in a positive manner.

### **Organisation**

The organisation is good.

Children are well cared for in a happy and stimulating environment due to the good use of time and resources by the childminder. Children have access to good-quality play and care resources, although currently the toys are of a reduced range due to temporary building work on the premises. However, the childminder ensures that they

have consistent play and learning opportunities in the safe part of the premises, and during regular outings to toddler groups and play centres. The childminder is very experienced with children and adopts a professional approach to childminding, which is conducive to their care and learning. She has completed basic as well as advanced childminding training, and continually updates her knowledge in the relevant topics, such as health and safety and food hygiene. She has regard to the Birth to three matters framework and the Foundation Stage of Learning to guide her work with under-fives to produce positive development and learning outcomes for them.

The childminder has good policies and procedures to promote children's care, learning, and play. These are shared with parents for close working, such as on health and safety, behaviour management, equal opportunities, child protection, and complaints. Parents have easy access to useful information in her general folder about her childcare provision and her training. All required paper work is in place, and is generally well organised and easily accessible. The childminder updates her contracts and children's records regularly, including her observations of children's development and learning. Children's personal details are stored in a secure manner to preserve confidentiality, though certain records of medicines' consent were not easily available for quick reference. The childminder is committed to continually reflect upon her childminding practices to further improve outcomes for children. She achieves this by surveying parents' opinions; conducting detailed self-assessments of her provision; sharing good practices with local childminders; and through on-going training to update her knowledge in early years. The childminder meets the needs of the range of children for whom she provides.

### **Improvements since the last inspection**

At the last inspection there were three recommendations. The first one was about enabling all children to access and select toys for themselves. Young children including toddlers can now access and select many toys for themselves, though they still need adult support for safety reasons at other times, and partly due to reduced accessible storage currently as a result of temporary building work. The other two recommendations were about obtaining written consent for going on outings and in vehicles; as well as for seeking emergency medical advice and first aid. Both kinds of written agreements are now in place to ensure children's health and safety.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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):

- update risk assessment of sleeping children; and regarding the tall CD racks in lounge, and the far side of the back garden.
- ensure that children who attend in the morning also experience the wide choice of healthy snacks that are available in the afternoon.

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)