



Inspection report for early years provision

Unique Reference Number	112297
Inspection date	30 January 2006
Inspector	Sylvia Dindar

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 has been registered as a childminder since 1996. She is registered for six children and is currently caring for twelve children, six of which are over eight. All children currently attend on a part time basis. She lives with her husband and their four children two of whom are adults. They live in a dormer bungalow in the Blackfield area, from there she walks to the local park, shops and school.

All areas of the property area available for childminding with the exception of the master bedroom and the third bedroom, however children mainly play and sleep downstairs. There is a fully enclosed garden available for outside play.

The childminder attends a local parent and carer group on a regular basis and she is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children health is well promoted. They are cared for in a home where there are good hygiene routines. Children learn to wash their hands before meal times and are given individual towels and flannels; they have access to tissues and are taught to wipe their nose. Cross infection is minimised as care is taken when nappy changing. Nappies are double bagged and disposed of in the bin outside. Children's learning is re-enforced as the childminder sets a good example to children by routinely washing her hands.

Children are well cared for when they are ill and robust systems are in place for the safe administration of medication and recording of accidents. An excellent health policy is in place and informs parents of the childminders duty to safe guard all children's health. It gives parents a list of notifiable diseases, and explains that the childminder cannot accept sick children and why. If children have an accident the childminder is able to deal with it effectively as she has knowledge of first aid, a fully stocked first aid box and parental permission for emergency medical care.

Children are offered a diet that is healthy and nutritious and in line with their parents wishes. The childminder discusses individual children's diets with parents taking care to note any cultural, religious or special dietary requirements such as allergies. Children are offered drinks regularly to quench their thirst and encouraged to drink water, They are offered healthy snacks, and are encouraged to try out new fruits such as pineapple and papaya, At meal times they sit up to the table together and are encouraged to eat savoury foods before sweet.

They have opportunities to grow their own fruit and vegetables, cook and eat them.

Children get regular physical exercise both indoors and out. They learn to climb trees, they have use of equipment to develop balance and co-ordination, such as a mini trampoline, bikes and trikes. They go to local parks where they can run around freely and burn off energy. Indoors they march and dance to music, they play in the ball pit and enjoy games such as musical statues. Babies have lots of space to practice their crawling skills and are able to pull themselves up to stand because the childminder has provided low furniture to aid them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well supervised by their childminder. She makes daily visual risk assessment of her home and garden. All hazardous materials such as cleaning materials and medication are kept out of reach of children. A stair gate is in place to

prevent children accessing the stairs. The building is secure inside and out as doors and gates are locked and keys are kept out of reach. Older children learn house rules for example, 'they must not open the door unless the childminder has said they can do so'. The childminder is aware that her garden is big and that water is a hazard to children so the pond is covered with strong mesh. Children learn to negotiate the steps out into the garden and are discouraged from climbing other steps as the childminder has put pots across the bottom. Children learn that some plants and berries may be poisonous.

Children assess toys and equipment that are in good condition, safe and robust. The childminder regularly maintains toys and equipment to ensure they are safe for children. Older children are encouraged to keep small items away from younger children to prevent choking. Babies and toddlers follow their own sleep routines, they sleep in cots made up with fresh sheets and are regularly checked whilst sleeping.

Children are protected from unvetted people; all adults in the household have satisfactory checks. Systems for the collection of children are robust so children are only collected by identified, authorised adults. They are kept safe on outings. When travelling in the car they are secured into seating which is appropriate for their age and size. The childminder ensures that she keeps children's details with her at all times so that parents can be contacted in an emergency.

Robust systems are in place for fire safety. Children practice emergency evacuation procedures regularly so that they become familiar and can exit the house quickly and safely in an emergency. Well maintained smoke detectors are in place and alert children to the early indications of fire and a fire blanket is accessible. Older children are educated in how to keep themselves safe in emergency situations. For example, if they found themselves in a smoke filled room. Children get the opportunity to visit the local fire station and talk about fire safety, they access information from the internet, and print off fire safety pictures to colour, which re-enforces the message.

Children are protected as the childminder has a good understanding of child protection issues and systems are in place to report such incidents. The procedures are discussed with parents so they are aware of the childminder's responsibility to protect all children.

Helping children achieve well and enjoy what they do

The provision is good.

Children flourish because of the attention they get from their childminder. She knows the children well and responds to them with warmth and affection. She listens carefully to what they say and supports them in their play.

She organises a broad and balanced range of play experiences which aid their development all areas of learning. Constructive play includes Duplo, Lego and a range of puzzles, ranging from peg puzzles for babies to the more complex ones for older children. Children learn to share through group games such as matching games and small world toys. They are able to freely express themselves through a range of

art and craft materials such as dough, sand and paint. Children begin to learn to cook, they choose a recipe and practice weighing and measuring.

All children have opportunities to enjoy music. For example, babies explore musical instruments, which are offered to them in a shallow basket, they are stimulated by touch and fascinated by the sounds they can make. An older child invites the childminder to join him whilst he plays music; they sing songs and rhymes together. The baby joins in banging a spoon. The older child spontaneously starts to march in time to the music, showing that he is aware of the beat.

Children's language is developed as the childminder constantly re-enforces the sounds and words that children make. Children have access to a wide range of books. They enjoy story times cuddled up with their childminder.

Children have access to an attractive garden, where clever use of natural materials captures children's imagination, for example, an area has been developed into a fort using graded wooden logs and wood chippings for a base. Children have opportunities to use bushes to play hide and seek and build dens. They have access to a play house where a range of equipment is kept, such as a cooker, pots, pans, dolls and child size furniture. So they are able to re-enact familiar situations. Children have opportunities to learn how things grow as they plant seeds and grow fruit and vegetables. When ripened they are able to eat them at meal times. Children learn to identify the birds that regularly visit the garden as the childminder provides the children with factual bird books.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting, including those with additional needs. They have a sense of belonging as they move around the environment with independence and ease and know where things are. All children get the opportunity to display their work, the childminder familiarises herself with their differing backgrounds so that she can talk to them about their home life and make them feel equally valued and included. Children are praised and encouraged for their good efforts, developing their sense of worth and promoting their self esteem. Children are happy and flourish as they choose from a variety of activities on offer and are given the attention they need. They also learn to be independent and make their own choices resulting in confident children.

Children's behaviour is good because they know the rules of the house and what is expected of them. The childminder sets a good example and treats all children with respect. A range of strategies are used to allow for the children's differing levels of understanding. For example the childminder uses distraction with babies and toddlers, when children are old enough to understand she explains to them why their behaviour is unacceptable and offer them strategies to help them cope with their feelings.

Children benefit because of the positive relationships the childminder builds with parents and parent value the care their children receive. For instance the childminder

supports children with their homework and helps them choose books in school. When children have additional needs these are discussed with parents to ensure that children are fully supported and have the opportunities to develop at their own pace and reach their full potential. Children's behaviour is managed in partnership with parents, so that children get a consistent approach between home and childminder. A range of policies and procedures are shared with parents so that know how the childminding practice works to ensure all children are well cared for healthy and safe. Verbal feedback is given at the end of the day to ensure that parents are kept well informed of their child's development.

Organisation

The organisation is good.

Children benefit because the childminder has good organisational skills, she is thorough and methodical and all adults in the household are vetted. She is enthusiastic about providing quality care for children and an in depth knowledge of child care issues. She has recently consolidated her experience and skills as she has attended training. Completed an NVQ 3 in Childcare and Education and await her results. Children have a full range of play experiences and the environment is organised so that they can move around freely and independently. Therefore she is able to meet the needs of range of children for whom she provides.

An extensive range of policies and procedures are in place and shared with parents and underpin most of the childminders good practice but this does not include a formal written risk assessment, however this has little impact on children's safety as the childminder is vigilante and visually risks all areas, explaining to new parents the safety features in place.

The childminder has a thorough knowledge of the National Standards and has acted upon the recent amendments to the standards. All records required by regulation are in place, are accurate and kept in a confidential manner. Children are well cared for as the childminder is careful to ensure that ratios are maintained. She does this by organising a staggered intake and the importance of this is explained to parents.

The childminder is pro-active in her development and is keen to do further training to support children and enhance their play experience. She has begun to learn Makaton from a friend and has used this in her practice; she now wants to develop this further by attending training.

Improvements since the last inspection

Since the last inspection the childminder has added to the provision which shows positive images of disability.

Complaints since the last inspection

Since last inspection there are no complaints to report.

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.

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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 health and safety policy further so that it shows the potential risks to children and the safety features in place to keep children safe.

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