



## Inspection report for early years provision

<b>Unique Reference Number</b>	507522
<b>Inspection date</b>	03 March 2006
<b>Inspector</b>	June Fielden

<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 1996. She lives with her husband and 2 children aged 2 and 6 in Redhill, Surrey. The whole of the ground floor and 2 first floor bedrooms are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of 4 children at any one time and is currently minding 4 children part time. She walks and drives to the local shops, parks and schools. The childminder regularly attends local toddler groups. The family have a cat and a hamster as pets.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean and welcoming environment, where their health is promoted through effective hygiene routines. They wash their hands before eating and after they have been out to visit groups. Children do not normally come into contact with the family pets, and they have their own colour coded cups to drink out of, to avoid the spread of infection. The childminder makes children aware of the need for good personal hygiene, explaining that they wipe their nose to prevent others from catching a cold.

Lunch time is a sociable occasion, when children sit down together to eat and talk. Parents generally provide their own food for children, and the childminder monitors what they eat to ensure they have a healthy diet. She provides water, milk and squash for children to drink. Younger children can help themselves to drinks, as their cups are always left within easy reach, so they will not be thirsty.

Children engage in frequent and varied exercise. They walk to the local parks and mother and toddler groups they attend. In suitable weather children can strengthen their muscles jumping, climbing, pushing and pulling themselves along in the childminders garden. She takes children to indoor soft play areas when the weather is wet, to enable them to socialise and exercise.

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

The provision is good.

Effective measures are in place to ensure children's safety in the home and on outings. For example, there are stair gates at the top and bottom of the stairs and across the entrance to the utility room, to prevent children's unsupervised access to areas of the home that may hold dangers for them. The childminder has the appropriate insurance and parental permissions to take children on journeys in a vehicle. However, their wellbeing is not always fully assured, as there are wires in the hallway and living room that are accessible to children.

Space is well organised by the childminder. The living room is used for quieter play, with a different activity, such as a train set being set up for children each day. The furniture in the dining area is arranged to allow maximum space for children to play with larger equipment. They can move around freely and help themselves to most resources.

Children are protected from harm because the childminder has an effective understanding of child protection issues. She is aware of the signs of abuse and knows how to seek advice if she had any worries. The childminder will record her concerns and speak to parents where appropriate.

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

The provision is outstanding.

Snack time is successfully used by the childminder as a learning opportunity, to discuss the colours of cups and bowls children eat their fruit from. She enthusiastically develops children's observation skills by interesting them in everyday things around them, such as the colour of the fruit they are eating, and how the inside is a different shade to the outside. The childminder sits with children while they eat and speaks to them in a friendly and encouraging manner, developing their communication skills by engaging them in conversation.

Children are happy and confident to approach the childminder, as she gets down to their level to talk with them and actively supports them in their play. Consequently they see her more as a friend, rather than someone telling them what to do. The childminder encourages children to develop number skills through everyday activities, counting the stairs as they go up them, or the blocks as they put them together. She imaginatively introduces new ideas to take their play a stage further, such as making motor bike noises and placing hats on children's heads as crash helmets when they sit on a wooden bike that rocks.

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

The provision is satisfactory.

Children are all treated equally by the childminder and she liaises with parents to meet their individual needs. The childminder has appropriate toys to develop children's understanding of culture and gender. However, children's awareness of disability is not fully promoted, as resources to support this subject are limited. The childminder has some experience of caring for children with special needs and understands that it is necessary to adapt what you are doing to meet their requirements.

Suitable behaviour management strategies are used by the childminder, enabling incidents such as the snatching of toys to be resolved in an acceptable manner. Children are encouraged to apologise and give back the toy. The childminder is consistent in her approach, and as a result children play in an appropriate manner around each other, with few squabbles. She is generally aware of what children are doing and manages to intervene in time before confrontational situations arise.

The childminder talks to parents at the end of the day to inform them about what their child has been eating, nappy changes, and whether they have slept during the day. She has informed parents of her complaints procedure, so they are aware of how any concerns they may raise will be resolved.

## **Organisation**

The organisation is good.

Children's safety is assured when visitors are present, as the childminder remains

with them at all times. She has made effective arrangements for cover in the event of an emergency. Parents are kept well informed and have been introduced to the people involved. The childminder has a file of information to make new parents aware of how she organises her practice. This includes qualifications, letters of reference and examples of the record forms she uses.

The childminder is familiar with recent modifications to the National Standards and displays her certificate of registration. Her register of attendance is well completed and all the necessary documentation is in place. The childminder meets the needs of the range of children for whom she provides.

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

The previous care inspection recommended that the childminder ensure children have access to a range of toys and resources that reflect a positive image of culture, ethnicity and disability. The childminder has acquired resources to support culture and ethnicity, but does not currently have sufficient toys to promote disability. Consequently, this has been raised as a recommendation on this report.

### **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):

- ensure the house and garden are free from hazards
- provide resources to promote a positive image of disability

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)