



## Inspection report for early years provision

<b>Unique Reference Number</b>	120692
<b>Inspection date</b>	16 May 2006
<b>Inspector</b>	Carol Patricia Willett
<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 2000. She lives with her husband and two school age children. They live in a house in Camberley, in a residential cul-de-sac, within walking distance of local amenities including pre-schools, schools, shops and parks. The ground floor is used for childminding. Older children sometimes go upstairs to play. There is a fully enclosed garden available for outside play. The family have a pet hamster.

The childminder is registered to provide care for four children under eight years, of these, not more than three may be under five years, and of these, not more than one may be under one year. She currently cares for three children on a part-time basis.

The childminder holds a relevant childcare qualification and a current first aid certificate.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play and rest in a comfortable, clean, well-maintained home where highly effective hygiene routines and procedures promote their good health. They develop a good understanding of personal hygiene, as they are encouraged to wash their hands after the toilet and before eating. Good hygiene procedures protect children from cross-infection. For example, the childminder has good nappy changing procedures using gloves and wiping the mat after use. She follows appropriate procedures if a child becomes unwell. Children learn about healthy living. They take part in daily activities such as garden play and trips to the local play parks where they feed the ducks and use a range of equipment. They go to nursery to collect other children enjoying the walk in the sunshine. They develop manipulative skills with a wide range of play materials and tools such as construction toys, jigsaws, paintbrushes and pencils for drawing.

Children enjoy a healthy diet as the childminder provides a varied selection of healthy meals and snacks, which are freshly prepared. They enjoy the fish pie and fresh vegetables with homemade cakes and fruit after. Meal times are social occasions where children enjoy discussing their families and their time at nursery. Children have regular drinks throughout the day to maintain good health.

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

The provision is good.

Children play freely as the childminder has organised her home and garden well. The children can explore and develop safely with sufficient space to meet their needs. They develop independence as they select from the suitable and sufficient range of age appropriate toys. These are kept in boxes within easy reach in the living room. The childminder has a sound knowledge of hazards and checks the home and garden before children arrive to ensure their safety. She takes good measures to minimise risks. For example, sockets are covered and a fireguard is in place. Babies are strapped securely into the highchair and buggy.

Children stay safe as the childminder carefully supervises them throughout the day. Children learn about keeping themselves safe as the childminder talks about road safety and house rules. For example, she explains children must not climb on the furniture. Younger children learn not to go on the climbing frame and trampoline in the garden. She tells older children where they must go if they get lost on outings and keeps children's contact details with her.

The childminder has adequate documentation in place to ensure children's welfare is safeguarded. She has a sound knowledge of child protection procedures and records accident and incident details appropriately. There is appropriate insurance cover in place.

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

The provision is good.

Children are very much at ease in the childminder's home. They are happy, content and confident as they form close relationships with the childminder. She is very gentle, caring and responsive to the children's requests. She knows the children well and provides a range of activities that are age-appropriate and enjoyed by the children. The limited space means children are not able to freely select from all the available resources that are stored in the playhouse in the garden. The childminder has a warm, caring manner. She spends a lot of time talking and playing with the children; consequently, they are well supported in their play and make good progress in all areas of development. She uses good teaching strategies modelling the use of toys, giving lots of explanations and introducing new vocabulary. She sensitively introduces children to correct words such as 'ambulance', when the child says 'bus' when making the sound of the ambulance.

Children show interest in what they do, enjoying a wide range of activities that help them make progress. They make cakes, do craft activities using a variety of materials and grow seeds. They visit local parks and toddler groups to develop awareness of other adults and children and the local community. The childminder sits on the floor giving the children lots of attention so they develop confidence and good self-esteem. They engage in imaginative play using small world toys and act out scenarios. The childminder asks lots of questions to develop children's communication and thinking skills. For example, when playing with the dolls house she asks, "Is the lady coming in or going out?" "Where is she going?" The children handle books well and enjoy sitting on the childminder's lap listening to stories about Thomas the tank engine. The organisation of minding week allows individual attention for each child.

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

The provision is good.

The childminder knows children's personalities and individual needs well. Children benefit from care that is consistent with their home routines because the childminder seeks useful information from parents about their children. She develops very good relationships to provide consistency of care for the children and ensure their needs are known and met. She continues to liaise with them through informal discussions and in a written daily diary. Parents are very happy with the care provided and the childminder keeps a folder with testimonials from previous and current parents.

Children behave well and learn simple rules which enable them to develop good social skills. The childminder has very good behaviour management strategies in place that are appropriate for the ages of the children. She treats the children with respect and acts as a good role model. She uses 'please' and 'thank you' and talks to them in a gentle, caring manner, giving them clear explanations to help them learn right from wrong. Younger children are supported to learn simple rules for safety and socialising. The childminder sets consistent boundaries, which helps them to learn to negotiate with others and take responsibility for their own behaviour. For example, they know they are not allowed to use the trampoline in the garden and mutter to themselves "Not allowed." The childminder praises them and encourages sharing and good manners. This ensures children behave well and care about each other.

The childminder has a sound understanding of issues relating to equal opportunities. She ensures all children freely access the resources and she has sufficient information to meet their individual needs. Children have good opportunities to become aware of the diversity of the wider world as the childminder has a suitable range of equipment to provide positive images and support their awareness of other cultures and disability. Routine outings taking children to toddler group, walks to pick children up from nursery and visits to the park and duck pond help them become familiar with their local community and the wider world.

### **Organisation**

The organisation is good.

Children receive good quality care as the childminder organises her home and the minding day well to enable children's needs to be effectively met. The childminder maintains the required ratios and the organisation of the minding week allows children to receive individual care and attention. Children are able to play safely and select freely from the available resources to develop their confidence and independence skills. Due to space limitation, they are not able to select from the whole range of resources. The childminder realises the benefit of professional training to increase her knowledge and understanding and to increase the quality of care she offers. She uses this to develop her practice, for example, developing children's independence and choice, from working with the Birth to three framework.

The childminder maintains appropriate documentation. She develops very good relationships with parents, as she understands the importance of positive partnerships with them. She keeps a folder with her written policies and procedures that she shares with parents, though these are very basic. They share information daily to make sure the children's needs are well known. This ensures she is able to effectively promote the welfare, care and learning of all the children. Overall, 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 was required to formalise documentation to obtain written parental consent for emergency treatment, and record any existing injuries. She has made suitable progress and parents provide written consent for a range of activities including seeking emergency treatment or aid. She keeps an invoice book to record children's existing injuries.

### **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):

- review, develop and improve the range of documentation
- provide opportunities for children to select from the full range of resources to further develop independence and choice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)