



Inspection report for early years provision

Unique Reference Number	125698
Inspection date	23 May 2006
Inspector	Stephanie Graves
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 was registered in 2000. She lives with her husband and son aged two and daughter aged five, in Sevenoaks, Kent. The whole of the ground floor and two bedrooms are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding two children under eight years of age. The childminder drives to local schools to take and collect children and attends the local toddler group.

The childminder is a member of an approved childminding network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children take part in a range of experiences, which help to develop their knowledge and understanding of good health issues. For example, the childminder encourages them to adopt good hygiene practices, including regular hand washing. She uses language such as 'rub your hands together' to ensure children wash their hands properly. She extends this concept by providing them with activities, such as bathing baby dolls. The use of antibacterial spray on surfaces and disposable gloves for nappy changing, helps to prevent cross infection. Children benefit from procedures which ensure they are taken care of if they become ill or have an accident. For example, they do not attend if they have an infectious illness and accidents are recorded. Training in first aid is current and written consent is in place for the childminder to seek emergency advice or treatment. Children's physical development and sense of well being are promoted well. They are provided with a range of energetic activities, including outdoor experiences, as well as opportunities to rest or sleep in comfortable surroundings.

Children have access to frequent drinks and the childminder encourages them to make healthy choices regarding the food they eat. A sample menu is provided for parents and includes a variety of meat, vegetables, pasta, rice, fruit and yoghurt. Children's individual dietary requirements are respected because the childminder works closely with parents to ensure their needs are met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure environment where risks are identified and reduced. For example, the childminder regularly checks the smoke alarms and records the dates they are tested. Children are supervised closely at all times, both indoors and outside. There is plenty of unobstructed space for them to move around and play within safe boundaries. Toys and equipment are checked regularly. They are safe, easily accessible and appropriate for the individual needs of the children attending. Written consents from parents help to keep children safe, including those for outings and transporting them in a vehicle. Children are developing an awareness of how to help keep themselves safe. This is because the childminder explains why certain procedures are necessary, such as why it is important to use safety reins or the buggy when out walking with younger children by the road.

Children are well cared for due to effective procedures, which promote their welfare and safety at all times. For example, the childminder has a written emergency evacuation procedure and an emergency plan. This contains details of another registered childminder who could be contacted in the event of an urgent situation. She has a sound understanding of child protection issues and has arranged to update her knowledge by attending further training.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are completely settled and make themselves at home in the childminder's house. They are comfortable and show high levels of well-being and involvement. This is because they can move around and make choices from a well planned, extensive range of freely accessible toys, resources and activities. These include games, art and craft opportunities, construction, small world play, puzzles, role play resources and mark making activities. Outdoor experiences include the use of climbing equipment, ride on toys, a play house and plenty of space to run and play. Children are very creative and use their imaginations as they play. This is developed well by the childminder who provides appropriate toys and resources for them to represent real life scenarios through their play experiences. For example, they bath baby dolls and are heard to laugh with delight as they interact with the childminder. A range of role play items are easily accessible and include dressing up clothes, kitchen equipment and play food. Children play in a environment rich with print. The use of labels helps them identify resources and promotes their pre-reading skills.

The childminder has an excellent understanding of the developmental learning needs of children of all ages. She has independently obtained the Birth to three matters framework, so that play opportunities can be adapted to meet the needs of babies and young children. Children flourish as they play purposefully and show great concentration in their chosen activities. They have warm, close relationships with the childminder and enjoy her active participation in their play pursuits. She includes the use of numbers into every day routines and provides activities, including a numbered 'funky footprints' learning mat to reinforce understanding. Children can access a range of activities, which promote matching and sorting concepts. The provision of resources, such as play dough, interactive toys and art and craft activities, help children explore using their senses. They become engrossed as they systematically use their fingers to paint clay model letters, which form their names. They are intrigued by the texture and show great interest as the childminder explains that 'green and red make brown.' They observe the environment around them and make comments, such as 'look the sun has come out' and 'we are taking our babies to the school,' as they play. Children make connections as they play, for example, by asking for aprons when the childminder mentions painting.

Children are sociable within the childminder's home, because she spends much of her time talking and playing with the children and asking questions to help them think and respond. For example, she asks 'do you want the doll with hair or without hair' to allow children to make decisions. They show pride in their achievements and their work is praised and beautifully displayed. Children thrive in a stimulating environment where their emotional, physical, social and intellectual capabilities are exceptionally well promoted.

Helping children make a positive contribution

The provision is good.

Children are welcomed, acknowledged and affirmed by the childminder. They demonstrate a strong sense of belonging as they move around and make themselves at home. They are settled and self assured because the childminder attentively promotes their individual needs and strives for all children to reach their full potential. Toys and resources promote positive images of

diversity, including those relating to race, culture, gender and disability. Children have opportunities to learn about the wider world, because the childminder takes them on regular outings and to the local toddler group. This means children's social skills and awareness of the local environment are promoted well.

Children are well behaved and learn right from wrong, because the childminder is a good role model. She encourages and praises children regularly to help promote their confidence and self esteem and encourages them to follow her house rules. Children benefit from consistency of care, because the childminder and parents work closely together to meet their needs. The childminder takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures. This includes a complaints procedure, although it has not yet been updated to current requirements.

Organisation

The organisation is good.

Children are comfortable and settled within a very well organised environment. They feel secure and at ease with the childminder and their surroundings. The registration certificate is displayed for parents. A very good range of documentation and records are professionally kept. These include a well presented service statement and attendance records showing clear arrival and departure times for children. The childminder takes positive steps to improve the service she provides and keeps herself up-to-date with current practice requirements. She is currently undertaking accreditation through a local childminding network. Children's welfare, care and learning are promoted well, due to the comprehensive range of policies and procedures, which underpin the childminder's professional practice. 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 received two recommendations. These were to develop her knowledge and understanding of child protection issues and to provide a range of toys and resources promoting equality of opportunity.

Both recommendations have been addressed. The childminder keeps herself up-to-date with current child protection issues and has a range of appropriate documentation. A wide range of toys, resources and experiences are available and include positive images of diversity.

The childminder has taken steps towards improving the service provided and ensuring children are safe and well cared for at all times.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1 April 2004.

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 the complaints procedure to reflect current requirements

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