



Inspection report for early years provision

<b>Unique Reference Number</b>	143242
<b>Inspection date</b>	15 May 2006
<b>Inspector</b>	Sue Williams
<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 four children, three of whom are school aged and one who is a toddler. The family live in Southsea which is a suburb of Portsmouth.

The entire home is registered however the childminder chooses to use the ground floor only for childminding purposes.

There is a secure garden for outside play. The childminder is registered to care for a maximum of five children at any one time. There are currently four children on roll.

The childminder walks/drives to local schools and pre schools to take and collect children and helps at the local toddler group which minded children attend.

The family have a pet dog.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are protected from becoming ill because the childminder takes strategic measures to limit the spread of infection and disease. For example, she keeps her home clean by using anti-bacterial wipes and sprays on surfaces and by ensuring the family pet is separated from the children. There are no animal food bowls accessible to the children as the kitchen is gated and the dog is secured in the kitchen beyond the children's play room. The children know why the childminder promotes good hygiene within the setting because she talks to the children explaining reasons for cleanliness and personal hygiene. Children are beginning to manage their own personal hygiene. "I'm drying my hands in the air" says a child waving her arms about windmill style. The childminder uses an alcohol gel similar to the type used in hospitals which enables autonomy for the children and limits the need for hand towels and cross infection. Nappies are disposed of hygienically and the toilet is clean. There is a potty for children to use if they are not ready to manage the toilet yet. Children are further protected because the childminder does not accept children who are ill or contagious. Written consent is in place for emergency treatment and first aid and there are detailed procedures in place for administration of medication.

Children take part in regular physical play. They use the garden and apparatus for robust play. The babies lay under the 'baby gym' reaching for the mobiles and kicking their legs when they are not involved in other activities. Children go to the park almost every day when they go with the childminder to collect the other children from school.

Children learn about healthy eating. Packed lunches are brought in from home but the childminder provides snacks for the children. Meals are a happy social time. The children often eat picnic style on the play room floor. On special occasions they may eat in a café. They chatter about the foods they have and are learning which foods keep them healthy. The childminder promotes healthy eating by presenting snacks of fruits such as apples, plums, bananas, clementines and grapes, occasionally the children have a plain biscuit. Milk, water, blackcurrant or orange squash are offered and weaning programmes are supported. Dietary needs are recorded and addressed. Children enjoy snacks and meals, they learn good manners by example.

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

The provision is satisfactory.

Children use safe resources and are welcomed into a comfortable homely setting. They have full use of the ground floor with the exception of the kitchen. There is sufficient space for children to play and move freely. Older children may play uninterrupted as a gate is affixed between the play room and lounge where a computer and Xbox are popular, albeit with timed access. The front door is secure but not locked. Children know the rules and do not answer the door even if it is their own parent waiting outside. A safety gate excludes younger children from the hall and front door. All visitors knock to gain entry. Children are never released to unauthorised people without prior consultation with parents.

Children have all the facilities they need to be comfortable during their time in the setting. They have somewhere to play both indoors and out. Clean toilet facilities have all the accoutrements necessary according to the children's stages of development. Children usually choose to sleep in their buggies or push chairs, older children relax and rest on comfortable sofas. There are tables and chairs indoors and out. Children prefer to eat or engage in creative play on the floor which has a suitable covering according to the activity they are pursuing. Resources meet the individual needs across the age range nought to eight plus.

Children are secure and well supervised. They use safe resources in a home which is risk assessed to minimise potential accidents. For example, the childminder ensures all harmful substances are inaccessible to children and that trailing wires are secured out of reach of children. Areas are uncluttered when toddlers are in the setting and older children know they must not have small items out which could be swallowed during these times. Older children may play undisturbed in another area of the ground floor. Safety gates are affixed to exclude access to the kitchen and front door. Fire safety procedures are written for parents to see and upheld in practice. Exits are clear, and interlinked smoke detectors are strategically sited throughout the home, however, the fire blanket is not affixed to the wall for rapid access in the event of a fire.

Children are safe on outings. The children explain the safety rules that they must hold the buggy handles and watch for the cars both ways and listen. A child is proud to be almost able to manage the car safety seat belt without help from the childminder who checks to make sure it is secure. The buggy used for outings has a five point safety harness, reins are only used if necessary or parents prefer.

Children are protected from abuse because the childminder has a good working knowledge of possible signs and symptoms of abuse and knows the correct procedures for referral. Parents are informed about the childminder's duty as a professional carer to safeguard children in her care via a written statement of intent. She takes any action necessary to promote and maintain the safety and welfare of children in her care.

Children are further safeguarded because all accidents sustained in the setting are recorded and the parents countersign their notification of this. However this is not a two way process as accidents sustained at home or en route to the setting are not recorded or countersigned. Accidents in the setting are currently recorded linear style and therefore not notated in respect of confidentiality.

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

The provision is good.

Children are happy and settled. They select from a wide range of resources and activities. A child is making tea for the childminder and another younger child in the setting, happy that they are responding to the game. Children enjoy imaginative play such as dressing up, they use a range of interesting clothes, veils and sparkly things. They play with cars, helicopters, small world play items and home corner equipment with realistic looking fake foods, construction such as Lego and wooden blocks, jigsaws and inset puzzles. Books to suit all ages attending are just some of the resources available to the children. Children have wheeled toys and robust play equipment for out door play including a tent. They use a play house outside and a covered

sand and water tray. Children's enjoyment is extended because the childminder organises extra activities for them such as going to toddler group where they engage in messy play; swimming is also on the agenda. Babies have their own specific toys, a baby gym, programmable and soft toys, books and selected television such as C Beebies. Babies are included in all activities where possible, these are adapted to enable them to participate in almost everything at a level to meet their developmental needs. Older children may play undisturbed in the lounge at the front of the house where there is a computer and an Xbox to which they have timed and supervised access.

Children explore confidently, they respond to adult interest and are happily involved in their play.

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

The provision is good.

Children value diversity. For example, they discuss with the childminder people they see when out and about. They use resources which include positive images of a diverse society which extends their knowledge and understanding of the wider world.

Children who may have additional needs are well supported. The childminder works with parents and other professionals to maximise the children's development and potential.

Children are considerate and well behaved. For example, a child in the setting is crotchety today. The other child is very tolerant and shows concern. Children have clear boundaries imposed in the setting and are learning the house rules, respect, good manners and how to stay safe when on outings. The childminder has a good awareness of the differing levels of children's understanding and behaviour. Praise is awarded for good behaviour, achievement, helping to clear away and being kind to one another. Parents are informed verbally about how behaviour is managed within the setting.

Children's needs are met through the partnership with parents. Information about the children is discussed with parents on arrival and departure every day. The childminder highly values her partnership with parents.

Contracts are carefully negotiated with parents to ensure their child's individual needs are met.

Written policies and procedures together with consent forms policies and information ensure parents are well informed about the setting. An exchange diary is shared on request from parents and all policies and information is presented to parents for them to keep as a reference.

The childminder aims for a balance of professionalism tempered with friendship with her parents.

Children and parents are secure because the childminder has an 'in house' complaints procedure in place which is in accordance with the regulatory framework. The childminder knows how to record and progress complaints made to her by parents and understands that it is a public document. Parents also have access to the regulators contact details which is on display if they need to contact Ofsted.

## **Organisation**

The organisation is good.

Children are well cared for because the childminder is suitably experienced to do so. Her first aid is up to date and she has regard to the Birth to three framework which she implements within her practice. She liaises with other childminders and seeks support and consultation from a local children's information service. The childminder ensures all household members have suitable clearance and has measures in place to obtain clearance for a family member who will be sixteen years old next year. The childminder protects children from unvetted people by supervision at all times.

Children are well supported because the childminder ensures ratios are maintained and that the children receive suitable care. Her registers are up to date, she has a clear vision about what she wants for the children and has good organisational skills. Children's development is extended because the childminder arranges and organises many extra activities for them. They enjoy attending parent and toddler group where they engage in messy play and meet with other children and adults. Children are taken on outings and picnics to the park and to the Pyramids where one child has learned to swim. They go to 'Tot Stop' and to 'Krazy Kaves' where they enjoy robust play with specialised equipment and qualified staff under the childminder's supervision and scrutiny. After 'Krazy Kaves' and for a special treat they often have a drink and snack in the café. At half term the older children are treated to a visit to the cinema. Children visit the museums, butterfly museum and other local places of interest. All these special arrangements together with library and toy library membership contribute toward children's development and their understanding of the wider world. As a result they are confident to try new things and are also learning to interact on a variety of levels.

Most documentation is in place. Information is filed securely and in respect of confidentiality in most instances.

All records can be easily accessed and are readily available for inspection at any time. Information is shared with parents, regularly updated and reviewed. The childminder states she has not received a registration certificate to display.

## **Improvements since the last inspection**

At the last inspection the childminder was asked to maintain daily records of children's attendance, obtain written consent from parents/carers for emergency medical advice or treatment and to provide resources which reflect positive images of cultural diversity and disability.

Children are safe because the childminder maintains daily registers and has obtained written consent for emergency treatment and first aid. Children have a greater understanding of the diversity of the wider world because resources which promote positive images of diversity are incorporated among the apparatus and play equipment from which they select.

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

There have been no complaints to report 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 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):

- affix fire blanket to the kitchen wall for rapid access in case of fire.
- record accidents as a two way process and ensure these records are maintained in respect of confidentiality.

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)