



Inspection report for early years provision

<b>Unique Reference Number</b>	143272
<b>Inspection date</b>	08 May 2006
<b>Inspector</b>	Gill Moore
<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 1997. She lives with her husband and 3 children, who are aged over 8 years.

They live in a property in Copnor, a suburb of Portsmouth. All areas of the property are used for childminding and there is a fully enclosed rear garden for outside play. The childminder lives within close walking distance to local schools, pre-schools, shops and parks. The family have goldfish.

The childminder is registered to care for a maximum of 6 children at any one time and currently cares for 3 children, 2 of whom are under 5 years. She is also registered for overnight care for 2 children.

The childminder is an accredited member of the Portsmouth childminding network, although at the time of the inspection was not providing nursery education. She attends a toddler group on a regular basis and the network childminder support group.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because the childminder implements effective health and hygiene policies and procedures, which promote good hygiene and prevent the spread of infection. For example, she wears disposable gloves when changing children's nappies and disinfects the changing mat after use.

Their health is well maintained. Written information is obtained from parents regarding children's medical history, allergies and special dietary requirements, ensuring their individual needs are fully met.

The childminder has relevant up to date first aid training and deals with accidents and the administration of medication appropriately, ensuring children remain healthy. They learn the importance of following good personal hygiene routines; for example, as they wash their hands, before snacks, meals and after going to the toilet, they talk about why this is important.

Children begin to develop an understanding of the importance of eating a healthy balanced diet, as they are provided with healthy snacks and meals by the childminder. They enjoy a range of fruits at snack time, they talk about why these are good for their bodies and how they help them to grow. Children benefit from a cold lunch, including options such as a selection of sandwiches, salad vegetables and fruits; and a cooked nutritious meal at tea time, which includes a range of meat, potatoes and vegetables; for example, shepherd's pie, broccoli and carrots. Children's individual needs and preferences are fully respected and the childminder adapts meals on the planned menu to accommodate these. They help themselves to drinking water across the day developing good independence and recognising when their bodies are thirsty.

Children benefit from regular physical activities, helping to increase their awareness of the importance of exercise, as part of maintaining a healthy lifestyle. They enjoy regular visits to the local park; where they develop their climbing and balancing skills using a range of larger apparatus. They use indoor play facilities, such as crazy caves and Wacky Warehouse, to develop their physical skills. Physical play is well planned for babies and younger children; for example, as they learn to crawl, walk around the furniture and eventually balance and use smaller climbing apparatus unaided.

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

The provision is good.

Children's safety is ensured because the childminder has a good understanding of the potential dangers and hazards within her home; she removes these enabling children to move freely and

safely around the environment. For example, stair gates are used to prevent children from accessing areas unsupervised and dangerous substances are stored in locked cupboards.

Children learn how to take care of themselves through daily routines; for example, as they talk to the childminder about where it is safe to cross roads when on outings. They know the procedure to follow in the event of an emergency and practise regular fire drills with the childminder; they are aware of the fire exits indicated by pictures of fire engines. Children's safety is ensured when on outings or in an emergency situation as written arrangements are in place; these are discussed and agreed with parents and relevant parental permission obtained.

They have independent access to a good range of equipment and play provision, suitable and safe for their ages and stages of development. Effective procedures are in place to ensure the provision is kept clean and well maintained, which contributes to ensuring children's safety.

Children are well protected and safeguarded from harm because the childminder has a good understanding of her role, with regards to child protection issues. She has completed advanced training in this area and has an in-depth knowledge of the procedures to follow and records to be maintained, should she be concerned about a child in her care.

Effective systems are in place to ensure the safe arrival and collection of children. Procedures to be implemented, in the event of a child being lost or failure to be collected, are secure and are discussed with parents; ensuring they are fully aware of the childminder's responsibility with regards to protecting children in her care.

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

The provision is good.

Children are extremely well supported and very much enjoy their time with the childminder. They become increasingly confident and self assured; they are encouraged to play an active role in their learning making decisions about what they want to play with. Children are skilful communicators and use very good language to express themselves, as they identify the colours of the cars and sort them out into sets of 'big' and 'little.' They talk about the wheels and relate their play to their own experiences of going out in daddy's car, showing good concentration. Children become competent learners as they work out how to wind the handle around to make the puppet jump out of the box; they laugh and giggle with one another as they successfully manage to complete this.

Interaction between children and the childminder is very good. Babies and young children sit and cuddle the childminder, they talk about their experiences of the weekend and responding to gestures by babbling and bouncing up and down. They benefit greatly because the childminder has a very good knowledge of child development and recognises the importance of play. She has a firm understanding of how young children learn. She plans an exciting and stimulating range of activities and experiences, suitable for their individual ages and stages of development. The childminder is beginning to make use of the Birth to three matters framework, to help plan experiences for children under three years. She recognises individual developmental milestones that children achieve, helping her to plan their next steps in their learning. She adapts activities and questioning techniques used, to ensure all children are fully involved and interested.

Consequently, all children build on their existing skills and develop new ones at a rate suitable to themselves.

Children gain an early understanding about sounds, letters and numbers, as they recognise these on cars and attempt to write their own names on their drawings. They investigate and explore: change, cooking with the childminder, making play dough, planting and growing seeds and flowers, comparing whose have grown the tallest.

Children enjoy opportunities to visit places in the local environment; for example, they feed the animals at the local park, visit the woods and attend a range of indoor adventure playgrounds. They develop very good social skills playing games such as hide and seek with their peers and enjoy singing and dancing to music. Children benefit from regular opportunities to mix with their peers; they attend weekly toddler groups, where they meet up with other childminders and their minded children, in a safe and stimulating environment.

They are extremely happy and have a wonderful time in the childminder's care and thoroughly enjoy the time they spend in the setting.

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

The provision is good.

Children are extremely confident and self assured and develop a sense of belonging to the setting. For example, they hang their coats on low level individual coat pegs and help the childminder to pack away the toys when they have finished playing. Older children show a caring attitude towards their younger peers, as they help them to reach resources and kiss them goodnight before they go off for a sleep. Children's behaviour is very good and they show high levels of self-esteem, responding well to the continual praise and encouragement from the childminder. They are encouraged to say "please" and "thank you" and learn good table manners as they sit together for snacks and meals. All children are valued as individuals and are fully included into the setting; the childminder has a very good knowledge of their individual interests and abilities and adapts the experiences she provides.

She has a positive attitude towards caring for children with special needs and helps children to gain an understanding of themselves and the wider world. Children use a range of resources reflecting a diversity of culture, ethnicity, gender and disability. They begin to recognise and value the differences and similarities between themselves and others, through discussions with the childminder and planned activities. They gain some understanding around special events and cultural festivals celebrated, such as St. Patrick's Day and Chinese New year, increasing their awareness of the wider world.

Children benefit enormously from very good working relationships between the childminder and their parents; the numerous references and thank you cards highlight the childminder's commitment and dedication to her role.

Effective registration and induction procedures help to ensure children settle well and develop a strong sense of self assurance; this also helps to establish and maintain extremely strong links between home and the setting. Parents are well informed about their child's day through

informal discussion and through the implementation of daily diaries, which includes details about what their child has eaten, how long they have slept for, nappy changes and general information about their day. They receive detailed information about the service the childminder provides through a detailed portfolio, which includes written policies and procedures. They know how to make a complaint and receive written information. However, the procedure has not been updated to include the requirement to keep a complaints log, ensuring information is effectively shared with parents.

## **Organisation**

The organisation is good.

Children receive good quality care and thrive during the time they spend with the childminder. They benefit enormously because she is qualified, experienced and has a secure understanding about how young children learn. She has a very good understanding of the requirements of the national standards; she ensures these are met, enabling her to successfully promote positive outcomes for children. Documentation is well maintained, most is regularly reviewed and updated and is extremely well organised; all details are stored in individual files, ensuring confidentiality is maintained. As a result, the childminder meets the needs of the range of children for whom she provides.

Children benefit because the childminder makes very good use of time and resources in her home and local community. Enabling them to engage in a wide range of stimulating and exciting learning experiences, suitable to their individual needs and interests. She plans her day accordingly to ensure she meets the needs of all children attending. She shares her time effectively with each child on an individual basis.

The childminder recognises her strengths and actively identifies areas for development, placing high priority on updating her training and increasing her skills, to enhance her already well established practice. She is well supported by her childminding network co-ordinator. She responds appropriately to any suggestions made and recommendations from monitoring visits and previous inspections, which has a positive impact on the children in her care. The childminder places high importance on securing the links between home and the setting. She is very effective in the various ways she shares information with parents about their child and the service she provides. Consequently, parents are re-assured and children are happy and confident during the time they spend with the childminder.

## **Improvements since the last inspection**

At the last care inspection the childminder was asked to keep a written record, signed by parents, of medicines given to children and to request written permission from parents for seeking emergency medical advice or treatment. Written records are now in place for all medication given to children and parent's signatures obtained. Written parental consent has also been obtained to seek emergency medical treatment and advice, ensuring children's health is well maintained at all times, particularly in an emergency situation.

The childminder was also asked to make available to parents a written statement that provides details of the procedure to be followed if they have a complaint. The complaints procedure is

discussed with parents and written information presented, ensuring they are well informed about how to make a complaint. The procedure has not however been updated in line with the new regulations.

### **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):

- update the complaints procedure to include the requirement to keep a complaints log and share this information with parents

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)