

Inspection report for early years provision

Unique Reference Number	148325
Inspection date	18 January 2008
Inspector	Susan Victoria May

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 1992. She lives with her husband and three children in Winnersh near Wokingham. A designated playroom on the ground floor is mainly used for minding with sleep facilities on the first floor. There is a fully enclosed garden available for outside play.

The childminder may care for six children at any one time and is currently minding six children who attend on a full and part-time basis.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play and rest in a child friendly and healthy environment that the childminder ensures is safe and clean. Children develop a growing awareness of good hygiene through the role model provided by the childminder. For example, after changing a nappy the childminder washes her hands and helps the child wash theirs. Through this hand washing routine the childminder helps promote future good practice and understanding of personal hygiene. The childminder

holds all of the required documentation to accurately record accidents and administer prescribed medication. The childminder has a valid first aid certificate and an appropriately stocked first aid box to ensure she can deal with minor accidents effectively.

Children explore and develop physical control through daily indoor and outdoor experiences. The childminder has a clear understanding of each child's stage of development and helps the children confidently try out new skills. For example, to help develop control and co-ordination children have access to a range of resources in the home such as construction toys, suitable for their ages, with which to increase their confidence and dexterity. Everyday activities such as mealtimes provide opportunities to reinforce skills as even very young children are given, and use competently, appropriate cutlery. Children have the opportunity to experience a variety of active movements as they go outdoors daily, explore the equipment in the local park and attend organised gymnastic groups. This helps promote a positive attitude to physical exercise.

Children are beginning to recognise their individual needs, for example, requesting a snack when hungry. Drinks are readily available for children to independently access throughout the day and the childminder ensures younger children's beakers are replenished regularly. The childminder follows children and babies daily routines and parents have daily written information of their child's day; what they have eaten, sleeps and nappy changes. Nutritious snacks and meals are provided by the childminder who encourages children to sit at the table to make mealtimes a social occasion. This promotes a positive attitude, which helps develop sound future eating habits.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The childminder provides a welcoming environment where children are safe and secure. Children play in a safe indoor and outdoor environment where the childminder identifies and minimises risks. For example, she checks the smoke alarms each month and keeps a record of the checks made. All other fire safety precautions are in place including an evacuation plan that is discussed with the children. Keys to doors and windows are easily accessible to ensure prompt evacuation in an emergency. The childminder regularly visits parks and local groups where children can be easily supervised while they safely explore. To help keep children safe on outings the childminder has written parental permission, however, written parental permission for specific higher risk activities, such as swimming, are not in place. The childminder follows safe procedures when walking with the children and ensures, for instance, that young children are securely strapped in buggies and older children stay close. To help further safeguard the children's welfare the childminder takes a first aid kit on outings and is always contactable by mobile phone.

Children have independent access to a range of equipment and resources. These are attractively and thoughtfully displayed within the designated playroom, thereby encouraging the children to play with them. For instance, a wide selection of books are kept in a book case where the children can access them at all times, choose which one they want to look at and sit at a low table or on the floor to read. The childminder rotates toys on a daily basis and monitors and supervises children's choices to make sure they are safe and appropriate for their age and stage of development. The childminder carries out regular checks on all toys, resources and equipment and implements effective procedures to clean and maintain them. This ensures they remain safe for the children to use.

The childminder safeguards the children's welfare using relevant documentation and procedures. The childminder has a good awareness of the signs and symptoms of child abuse and has all

the required Local Safeguarding Children's Board procedures and information in place. This ensures she is able to quickly recognise when a child is in danger and act in the child's best interest.

Helping children achieve well and enjoy what they do

The provision is good.

The childminder provides a child friendly environment in which children feel relaxed and confident. Children play comfortably alongside each other, are happy and show interest in the toys initially set out for them. They confidently express personal preferences, make requests and self select other toys and resources from the range available to them.

The childminder's clear knowledge of young children's development and of their individual needs means she is effective in providing appropriate learning opportunities to help them progress in all areas. For example, she repeats young children's words back to them in simple sentences; this puts the words in context and helps to extend vocabulary. The childminder helps children to develop self-expression, for example, through book as she reads to them and encourages them to explore animal noises and identify shapes. The childminder and parents share daily information on the children to help them progress effectively.

The childminder is warm and affectionate making children feel comfortable and valued. She has good relationships with the children; enjoys their company and knows them well. She spends a lot of time talking and playing with them; consequently, children have sufficient support. A good use of resources help children begin to formulate their own ideas and problem solve, for instance, making up the Brio train track and fastening the trains together using magnets. Children follow routines that include outings to broaden their experiences, to feed the ducks for instance. This provides children with opportunities to learn about the world around them.

Helping children make a positive contribution

The provision is good.

The childminder treats the children with equal care and concern, helping them to feel good about themselves appropriately for their age and stage of development. She knows each child well; for instance, through pre-visits where the children and family's culture, beliefs and preferences are discussed and recorded. This information helps ensure she knows each child's individual needs and can help them progress effectively, consequently children feel secure in her presence in the home environment. The childminder has a sound knowledge of equal opportunities issues and encourages all children to participate in all activities; however, while older children attend groups and schools where they celebrate festivals and learn about the diversity of society, the selection of resources to promote positive images in the childminders home is limited. Children begin to develop a sense of place and learn about where they live through regular trips, walks and outings in the surrounding area.

The childminder encourages children to behave and become aware of the house rules by reminding them of what is acceptable behaviour in an age appropriate manner. Children respond to the childminder and show respect for her, she in turn praises their efforts. For instance, she thanks them for helping to tidy away before lunch. The childminder has no experience of minding children with learning difficulties and/or disabilities but is aware of the steps she may need to take to ensure all children reach their potential.

The childminder shares all information about the children with the parents verbally on a daily basis and often arranges times when they can discuss any issues in more detail. Relationships with parents are friendly and professional; this contributes greatly to the children's well being. The childminder's policies and procedures are discussed with parents prior to the children being minded. Through ongoing discussions, parental contracts and regular reviews both parents and childminder are clear about their expectations for the children. This helps provide the children with continuity of care.

Organisation

The organisation is good.

The children are relaxed and clearly happy and settled in the childminder's home as the childminder is guided in her daily practice by the needs of the children. The quality of her organisation enhances the children's care and learning. To be certain children receive appropriate support; the childminder ensures she is always in close proximity to the children wherever they are and that ratios are always observed. Attendance records accurately record the times of children's arrival and departure.

The childminder has most of the required documentation for the health, safety and welfare of the children in place and displays her registration certificate. She has written policies and procedures that include a complaints procedure; however, the regulators contact details are not easily accessible to the parents. The childminder is aware of confidentiality issues and stores information appropriately. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the childminder was asked to:

Ensure that the Area Child Protection Committee procedures are obtained and available.

The childminder protects children through her increased knowledge and understanding of the signs and symptoms of abuse and the Local Safeguarding Children's board procedures that she has obtained and would follow if she has concerns about a child in her care. All relevant contact numbers are in place.

Ensure that written information is provided for parents to ensure they are fully aware of policies and procedures, including a written statement that provides details of the procedure to be followed if they have a complaint. To achieve this each parent prior to their children being minded has access to and discusses with the childminder her policies. These include a written statement outlining the complaints procedure.

Review and update documentation to ensure exact times of arrival and departure of the children is recorded in the attendance register and that it is signed by parents, and to record existing injuries when children arrive. The childminder has introduced an accurate register of children's attendance that records times of arrival and departure signed by parents. To safeguard children she also keeps incident forms on which any existing injuries can be recorded.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- request written parental request from parents to take children swimming
- further increase the range of resources that promote equality of opportunity and positive images of the diversity of our society
- ensure the regulators contact details are made accessible to the 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