

Inspection report for early years provision

Unique Reference Number	510927
Inspection date	26 March 2008
Inspector	Sylvia Dindar
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 has been minding since 1989, and is registered to care for five children. There are currently three children under five and two over eight on roll. She lives with her own children in a house in Whitton, close to local transport links, schools and other amenities. There is a fully enclosed garden at the back of the property for outside play. All areas of the property are registered for childminding, but children only go upstairs to use the toilet.

The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for in a home that is clean, warm and light. They learn about good hygiene practices through daily routines, such as washing their hands after going to the toilet and before meal times. They are provided with separate towels that are laundered daily. Their health is protected because the childminder has up-to-date training in first aid, which enables her to give appropriate care to sick or injured children. However, parents have not

given written permission to seek emergency medical treatment, which compromises children's welfare in the event of an emergency. Children who are unwell are not allowed to attend the setting.

Children are offered a diet that is healthy and nutritious. Parents who wish to provide food for their children can do so; this food is stored appropriately and, if necessary, reheated to ensure that it is safe to eat. The childminder supplements children's diet with fresh fruit. She ensures that children have regular access to drinks so that they do not become dehydrated.

Younger children are able to practise their walking skills, as there is plenty of low furniture on which they can pull themselves up. The childminder spends time supporting and helping them stand in order to strengthen their muscles. All children have opportunities for regular exercise and fresh air, as the childminder walks to and from local schools. They regularly visit parks and play in the garden.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have the space they need to play, rest, sleep and eat. They are supervised well and kept within sight and hearing at all times. The childminder knows the children well and makes risk assessments in line with their developmental stages. For example, younger children do not have access to hazardous areas, such as the stairs, unless accompanied by the childminder. All hazardous household materials are kept out of reach of children. The childminder sets clear boundaries for children, for example, they are not allowed into the kitchen area. Children are provided with a wide range of toys and resources to meet their developmental needs. Babies sit in high chairs to eat; when the childminder judges it necessary, she harnesses them in. Toys and resources are checked regularly to ensure that they are safe and in good repair. Anything broken is taken away and disposed of.

Evacuation procedures are well planned and thought out. They are regularly practised with the children, which ensures that they are familiar with the procedure and know what to do in an emergency. Smoke detectors are in place on all floors and these are tested often to ensure that they are in working order. On outings, younger children are harnessed into well maintained buggies. Older children are encouraged to hold the childminder's hand or hold onto the buggy. They learn about road safety as the childminder consistently uses the same routines when crossing the road, finding safe places to cross and talking about the dangers on the roads.

The childminder has a good knowledge of the signs and symptoms of abuse and clear systems are in place to safeguard children. Parents are provided with a copy of the child protection policy, so that they understand the childminder's commitment and responsibility to safeguard all children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are cared for by a warm and nurturing childminder. They have developed good relationships with her and, as a result, feel safe and secure. Babies are very well supported. The childminder provides reassurance when they are wary of strangers, cuddling them until they feel happy. Their language skills develop because the childminder talks to them, encourages them to make sounds and repeats these back to them. She responds to their body language, for example, she knows when they are hungry and tired, or have had enough to eat, and responds

appropriately to their needs. Toddlers are learning to be independent, as they are encouraged to dress and undress themselves, for example, when going on outings.

Play is relaxed and child-centred. Children have free choice and, as a result, are developing decision-making skills and building their confidence. All children have access to a wide range of enjoyable activities, including arts and crafts, such as sticking, gluing, painting and threading beads. They are beginning to mark make using the coloured pencils and paper. They learn about numbers and letters as they play with the light and sound toys and look at books. The childminder is skilful at intervening just when necessary to develop and extend the play or to help children learn how to play in harmony. Children have access to a good range of colourful books and enjoy stories whilst cuddled up with the childminder. They enjoy playing with the home corner equipment, making pretend cups of tea and feeding their dolls. They have a range of miniature, yet realistic cooking implements so they can act out adult roles. Children explore music as they play on the piano or drums. They go on outings in the community, where they learn how to act and develop socially.

Helping children make a positive contribution

The provision is good.

Children benefit from continuity between home and the setting, as the childminder develops very positive relationships with parents. Parents are happy with the service and value the care their children receive. They are well informed about the running of the setting, as the childminder spends time at registration discussing her policies and procedures with them. Parents receive daily verbal feedback, which keeps them up-to-date with their children's welfare and progress.

The childminder treats children as individuals and acknowledges differences and preferences. A wide range of toys and resources helps children to understand and appreciate other cultures. The toys and resources include positive images of people with disabilities or learning disabilities, which encourages children to develop a positive attitude towards diversity.

The childminder has experience of caring for children with disabilities and/or learning disabilities, and is committed to the inclusion of all children. She is knowledgeable about child development and recognises when children may need to get extra support in order to reach their full potential. She supports parents and directs them to additional services when needed.

The childminder provides routines and gives prior warning when activities are about to change. For example, children are told when it is nearly lunch time so that they can wind down their activity. The childminder sets clear ground rules and applies them consistently. For example, children are reminded that they must not go into the kitchen and are told the reasons why. Children know what is happening and what is expected of them, and, as a result, they behave well. They learn to share and take turns under the close supervision of the childminder, who gives lots of positive support. On outings, children learn how to behave in order to keep themselves safe. A clear behaviour policy is in place and is shared with parents to encourage continuity of care.

Organisation

The organisation is good.

The childminder meets the needs of the range of children for whom she provides. Children benefit from a warm and welcoming environment. They receive good support, which helps them feel secure and confident. They are provided with a range of meaningful activities which meet

their developmental needs. The day is well organised, allowing time for children to take part in quiet and boisterous activities. The childminder ensures that she keeps up-to-date with core training, such as first aid, in order to improve her practice. A range of well thought out policies are in place and the majority of the procedures underpin the childminder's good practice. All documentation required by regulation is in place, and stored in a confidential manner. Written policies and procedures are shared with parents so that these are kept well informed. Contracts are developed and agreed with parents and reviewed regularly to ensure the smooth running of the business partnership.

Improvements since the last inspection

At the last inspection, the childminder was asked to ensure that household materials and equipment did not pose a hazard to children, and that children did not have access to pet food. She has now put all such items out of the reach of children. Therefore children's health and safety has improved.

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):

- ensure that consent for emergency medical care is in place for all children

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