



Inspection report for early years provision

Unique Reference Number	160526
Inspection date	01 March 2007
Inspector	Joanna Scott
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 1993. She lives with her husband and three teenage/adult children in Effingham in Surrey. The whole ground floor of the childminder's house is used for childminding, with sleeping facilities provided upstairs. There is a fully enclosed garden for outside play. The childminder is registered to care for six children, and is currently minding 10 children, all of whom attend on a part-time basis. She supports children with learning difficulties and/or disabilities. The childminder walks or drives to local schools to take and collect children. She attends a childminding toddler group, takes children to the library and the local park. She is a member of the National Childminding Association (NCMA), and the Surrey Childminding Network. The family has cats.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children enjoy a good range of activities which promote their health. They have daily opportunities to play actively and make regular trips to the park or playground. This helps to develop their fitness. The children have a regular routine which also incorporates opportunities for sleep or more restful times. The children sit and draw at the table, or look at books.

The children eat healthy meals and snacks which the childminder provides. She takes account of the children's individual routines, for instance a younger child is fed before an older one returns from nursery as she is hungry. A child talks about the food she is eating. This is an unhurried time, where there is a lot of conversation and where the children eat well. Younger children are learning about healthy eating. The childminder has introduced charts to promote eating five fruit and vegetables a day. After school children take part too, they talk about what they have eaten for lunch, and the childminder encourages them to think about the choices they make in the canteen. This helps to raise their awareness and improve their diet. Drinks are accessible throughout the day, and children are able to independently access them when they are thirsty.

The children are learning about the importance of good personal hygiene. They learn that they are expected to wash their hands at key times, and the childminder helps them to understand this is good for their health. They have designed a poster to remind them to wash their hands well. The childminder has effective strategies in place to prevent cross-infection, such as providing individual colour coded towels for the children to use, using anti-bacterial spray to clean the table and having a clear policy in place relating to caring for sick children. This protects all children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The home is secure. The children are able to freely move around the ground floor because the childminder has taken steps to minimize hazards, for instance she ensures that socket covers are in place, uses stair gates and checks that hazardous materials such as cleaning products are not accessible to the children. In addition to a daily check of the premises, she completes a written risk assessment which helps her to identify any areas which need addressing.

The children play in a home which is warm and welcoming. They play with toys and resources which are appropriate for their age and stage of development, and which they are interested in. The childminder ensures they are safe and in good repair as she cleans and checks them on a regular basis.

The children are safe in and out of the home because the childminder supervises them well. She is child focused, and spends her time playing and caring for the children. She provides suitable car seats for the children in line with the recent changes in legislation, and children are under her supervision when they make trips out. The children are safeguarded because the

childminder has a good understanding of child protection issues and a clear procedure to follow should she have a concern about a child.

Helping children achieve well and enjoy what they do

The provision is good.

The children are settled. They interact warmly with the childminder, and are at ease in the homely environment. The children and childminder chat together, about what they are doing. The children freely approach her for a cuddle. Young children with fewer vocal skills share lots of eye contact and smile as the childminder talks to them. This helps to ensure that all children feel secure in the childminder's care.

The childminder plans a good range of activities and play opportunities, using the Birth to three framework, and the Foundation Stage. The current theme is "numbers", and the children have been involved in creating a height chart which they will use to record how tall they are. Older children are able to discuss with the childminder where they need to position it on the wall as the measurement does not start at zero. This provides challenge for the children. Children make regular trips out to the park, library and a childminding group where they get the opportunity to socialise with others.

Toys are kept in large plastic boxes and stored in a cupboard out of sight. The childminder provides a selection for the children, and asks them what they would like out. The children can self select from these boxes. However, this limits what the children can see, and may limit their imagination and independence. After school children gather together around the table. They have asked to make cards today, and the childminder provides the necessary materials. There is a relaxed atmosphere, with lots of discussion about the children's day. The childminder is encouraging, and the children proudly show her and each other their finished cards. Children are able to make choices about their play, and feel good about what they create.

Helping children make a positive contribution

The provision is good.

The children behave well. The childminder is very clear about expected behaviours. She has developed house, car and park rules with the children which reinforce how to keep safe. These include rules such as not touching other people's dogs, or talking to strangers. The children are happy to accept these rules because they have taken a role in making them. These are displayed, and the children make regular reference to them if they feel one of their peers is not behaving appropriately.

The childminder shares information with parents, and this helps children to be secure. She has a comprehensive range of policies and procedures which clearly reflect her childminding business. She discusses the children's care and development on a daily basis, and completes a diary for younger children which ensures that information is shared. She works closely with parents and this enables her to meet each child's individual needs.

Children are treated with equal concern. Children learn about diversity as they play with resources which reflect society, such as a doll's wheelchair. This prompts conversation between the children and the childminder, and raises their awareness.

Organisation

The organisation is good.

The childminder provides a professional childminding service. She organises her time carefully to meet the individual needs of all the children in her care, and to provide opportunities to be active and to rest. She has a comprehensive and well produced set of policies and procedures which she shares with parents, and these make links to the National Standards which provides clarity for the reader.

The childminder is proactive in accessing training, and has attended a wide range of relevant courses which has developed her knowledge and skills, and improved outcomes for children. She maintains regulatory documentation, and has all the required records and consents in place which enables her to meet the children's needs. Required adult to child ratios are maintained at all times, ensuring that the children are well supported. Overall, the childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

At the last Ofsted inspection a recommendation was raised to make Ofsted's telephone number available to parents in case of complaint. The childminder has provided this, and has written a policy which clearly details her complaints procedure in line with regulation. This is shared with parents. There is provision for a log to record any complaints that may be made.

Complaints since the last inspection

Since April 2004, 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):

- review the storage of toys to enable children to self select from a broad range of resources, and promote their independence

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