



Inspection report for early years provision

<b>Unique Reference Number</b>	139615
<b>Inspection date</b>	25 November 2005
<b>Inspector</b>	Denise Rosemary Olsson-Hildick
<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 has been registered since May 1999. She lives with her husband and two of her four children in Worcester Park, Surrey close to local schools, parks and bus routes.

Children have access to the entire home although they are discouraged from going upstairs alone.

There is an enclosed garden at the back of the property.

The family have: three cats; a small dog; a parrot; outdoor aviary; a covered pond and five hens.

The childminder is registered to care for 5 children: 3 of whom may be aged under 5; one of whom may be aged under one year.

The childminder walks to schools, when taking and collecting children, and drives to local playgroups, support and activity groups on a regular basis.

Children who have a special need or speak English as an additional language are welcomed and supported.

The childminder is a member of the local branch of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The home presents as warm, clean, spacious, well-maintained and suitably furnished. Children are therefore cared for in a clean, pleasant and roomy environment.

The family have a number of pets including a dog, cats, birds, fish and hens. The dog is docile and obedient to commands. Children like to stroke the pets and smile when the dog wags his tail or the cats purr. Children who are fearful of dogs become confident. A parrot is kept in a large cage and an aviary for domestic birds is built in the garden. A garden pond contains fish. A few hens are kept in a shed and covered run in the garden, children are allowed to feed them.

Having supervised contact with a variety of docile and well-cared for animals provides children with the opportunity to understand their needs, look after them and gain confidence in handling them.

Children are encouraged to wash their hands after using the toilet, touching animals, playing in the garden and before meals. Young children have their hands cleaned with a wet-wipe after having their nappy changed. Children have their own towel and flannel which is washed regularly. These precautions ensure children learn good hygiene practice from a young age.

Children sleep in a travel cot dedicated to their sole use and that is placed in a quiet, dim area of the sitting room. The childminder and parents reach agreements about when children should sleep and for how long. This means children's individual sleep routines are not disrupted.

Medication is stored out of sight and reach of children. The first aid box contains those materials currently recommended and is checked regularly. In the event of children becoming ill, the childminder will sit with them, contact the parents and take

the child's temperature, making efforts to reduce this if it is raised. This care ensures children are well-looked after if they are unwell.

Children walk to the school every day or play in the garden, park or playground. These routines and good practice result in children becoming accustomed to and enjoy physical exercise.

The childminder is able to provide breakfast, lunch, tea, drinks and snacks as necessary; catering for children who have a religious, health or cultural need. For example, lunch may consist of chicken, carrots, mashed potato and a generous helping of gravy for children who particularly enjoy this. Puddings include yoghurt and fruit. Children have a choice of cereal, croissants, toast or crumpets for breakfast. The childminder aims to provide nutritional meals and to involve children in the preparation. For example, she has a bread machine and children take great delight in weighing and mixing the ingredients for this every day before going to school. Children roll out pizza dough then sprinkle grated cheese on top. Appetites are tempted by the creative arrangement of mashed potato faces with slices of carrots for eyes and nose, or shaped cutters for slices of bread. Snacks include bread sticks, dried or fresh fruit. All cakes and biscuits are home-made. Children are offered a choice of full-fat milk, water, weak squash or diluted juice to drink. Parents who opt to provide meals or food for their children have these requests accommodated. In this manner children develop an enjoyment of a nutritional diet presented in entertaining ways.

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

The provision is good.

Children have access to the entire home although are discouraged from going upstairs alone. The childminder ensures the home is safe. For example, thermostatically controlled radiators, locks on windows, stair gates to the stairs, safety glass at a low level, cleaning materials in the kitchen and toiletries in the downstairs toilet are stored out of reach, a secure garden and front door, electrical outlets covered and trailing wires made safe. The bathroom door can be opened from the outside.

Smoke alarms are tested regularly, there is a fire blanket in the kitchen and an evacuation plan is in place.

The pond is fenced off and covered with heavy mesh weighted down with rocks. Outdoor plants are non-toxic. The fence panels slide up to enable access to the next door garden in an emergency.

However, potential hazards include cleaning materials in reach of children in the upstairs bathroom and plastic food bags in the kitchen compromising children's safety.

Risks associated with wooden floors are mitigated by putting a yoga mat down, taking children's socks and shoes off or ensuring shoes with rubber soles are worn.

When children are taken out they sit in a buggy, have their hand held or wear reins. Road safety is taught. Car seats conform to British Safety Standards and seat belts are always worn. These careful precautions ensure children are safe and secure in the home and when they go out.

The childminder has little experience of dealing with child protection issues, although can describe some of the signs and symptoms that may be seen in a child who is abused or neglected. Injuries received at home or any concerns are discussed with parents. The childminder is aware of procedures which must be followed in the event of concern about children or allegations made about her. In this manner children's welfare and safety are protected.

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

The provision is outstanding.

Children's need to feel safe and secure are sensitively met. For example, young children are held in the childminder's arms when visitors arrive in the home. Identity photographs offered to children are then closely scrutinised and children feel able to relax.

Play takes place at children's level. For example, the childminder sits on the floor to play peek-a-boo or naming toys chosen by children from a box on the floor. When children point to a picture of a monkey the childminder makes monkey noises and children copy, laughing delightedly. Children look closely at musical instruments, shaking and rattling these, bouncing in time to music. Hard back books add variety to the routine.

Role play involves children making and pouring tea, sharing slices of plastic pizza, cutting food and feeding dolls. Young children enjoy imitating blowing on 'hot' food and saying 'mmmmm'. Older children favour putting on a play, deciding on the theme, writing a script and acting it out. Conversations, explanations, observations and praise are made by the childminder who imitates children's efforts to talk, encouraging them to continue. Eye contact, cuddles, kisses and endearments are warm, genuine, frequent and kind.

The childminder talks about children with affection, is aware of and responsive to individual needs, interests and abilities. Interesting and imaginative play opportunities suitable for children's interests and ability are provided; children are absorbed and focussed on their chosen activities. Warm relationships with the childminder, who understands their individual temperaments, help all children to feel valued, accepted and cared about.

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

The provision is good.

Some play materials present a positive image of people from minority ethnic groups. For example, books, dolls, puzzles, dressing up clothes, puppets, flesh-toned paints

and crayons. The childminder takes children of Buddhist, Jewish and Muslim faiths to a Buddhist temple, synagogue and celebrates the major festivals. She also celebrates the Chinese New Year and ensures food requirements are respected. However, there are no play materials that display a positive image of people with a disability and this limits opportunities for children to develop a positive understanding of this issue. Boys and girls are allowed to choose the activities of most interest to them. Having access to toys and materials that portray a positive image of people from different ethnic groups, celebrating festivals of other faiths and cultures ensures children develop tolerance, respect and acceptance of people from all walks of life.

Children who have a special need are welcome and the childminder talks to parents about any concerns or observations. As a result children receive extra support when they go to school. The childminder's philosophy and practice ensures children developmental needs are supported and that children with a special need are involved and included.

Warm, frequent, genuine praise is given for achievements, behaviour and efforts. For example the childminder says 'well done, clever children, good children' in a bubbly tone of voice, clapping or saying 'hurrah!' She uses a chart, sticking stars on this to reward children for acceptable behaviour. The childminder models good manners, respect, friendliness, good humour, patience and kindness. She encourages children to tell her if they feel upset or unhappy. She also avoids raising concerns about children in their presence. She asks children to look at other children and describe how they feel. Her skill, understanding, patience and consistent approach encourage children to learn good manners, self control, empathy and respect for others.

The childminder has a warm relationship with parents; numerous references record their satisfaction. Children who are cared for before they go to school often continue to be looked after by the childminder after school. If parents find themselves delayed and phone during the day, the childminder always agrees to pick the children up. These arrangements ensure children experience continuity of care by someone who cares about their individual needs and welfare.

If a complaint is made the childminder listens and responds in a positive manner. However, the childminder does not have information about the new regulations relating to complaints; this reduces the efficiency in resolving complaints.

## **Organisation**

The organisation is good.

Children enjoy playing in a well-organised home and garden, secure in a daily routine adapted to individual needs and able to choose activities of most interest to them. They benefit from the care provided by a skilled and enthusiastic childminder.

Systems and documents are up to date, comprehensive and stored in a confidential manner. These include a register, accident book and medication records. All essential checks are in place. The childminder has a current first aid qualification and is keen to develop her skills. Children are protected and supported by comprehensive administrative systems designed by the NCMA and Birth to three matters, to ensure

all children's needs are met.

The childminder does not have a copy of the local Child Protection guide which curtails an effective response in matters relating to child protection.

The childminder meets the needs of the range of children for whom she provides.

### **Improvements since the last inspection**

At the last inspection a recommendation was made that a copy of the local child protection guide was obtained. This is not yet in place and may delay contact with the appropriate authority if children are at risk of harm.

### **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):

- obtain a copy of the local Child Protection guide and details about recording complaints
- ensure cleaning materials and plastic bags are stored out of reach of children
- ensure children have access to toys that reflect a positive image of people with a disability

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

