

Inspection report for early years provision

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**Unique Reference Number** 124014  
**Inspection date** 03 April 2007  
**Inspector** Cheryl Langley

**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](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 satisfactory. 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 September 1992. She lives with her husband, three adult children and her 15-year-old son in a house in Cheshunt. The whole of the ground floor and upstairs bathroom are used for childminding and there is a garden for outside play. The childminder is registered to care for a maximum of five children at any one time and is currently minding three children. She is a member of the National Childminding Association.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children enjoy activities which contribute to their health. They play in the garden and visit local open spaces regularly to benefit from the fresh air. Children take part in a range of play which enhances and develops their physical skills. For example, they have fun pushing buttons and sorting shapes to push through the shape sorter. Children balance and co-ordinate their bodies on the see-saw, the sit-on rides or to climb through tunnels. They make marks with chalk and complete puzzles and jigsaws. Children have fun dancing and moving to music or catching and throwing balls.

Children are nourished. They eat a balanced diet and have regular drinks. The childminder takes account of the wishes of parents. She works with them closely to ensure children eat meals that appeal to them as well as meeting their dietary needs.

Children are beginning to learn the importance of hygiene and personal care. They are cared for in a welcoming, clean home. They follow regular routines to keep them healthy, such as washing their hands at appropriate times to prevent the spread of germs. Most of the required policies and procedures are in place to enable the childminder to act in the children's best interests if they need medical attention. For example, she discusses the management of infectious illnesses with parents to prevent the spread of infection and parents are requested to give their consent for her to seek emergency medical treatment and advice. However, a written record of what the childminder has done when administering medication is not always kept. This may compromise the child's health if all relevant parties are not aware of the dosage and time of any medication given.

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

The provision is satisfactory.

Children are safe in the childminder's care. She checks her home regularly and removes any potential hazards to keep the children free from harm. They move around safely, freely and independently to choose their play. A range of safe and developmentally appropriate resources are placed within easy reach. This ensures the children feel welcome and have a sense of belonging. The required documents are in place to support the children's safety, such as parental consents to go on outings and current cover for public liability.

The children's welfare is safeguarded. The childminder has a sound understanding of child protection issues. She has a copy of the 'Local Safeguarding Children Board Procedures' and the guidance 'What to do if you are worried a child is being abused' to refer to if she has any concerns about a child in her care.

Children are beginning to learn to protect themselves. For example, they follow codes to cross the road safely and are aware to keep away from water's edge when they feed the ducks. Children take turns on large play equipment to avoid accidents. However, the childminder has not devised an emergency escape plan to protect the children in the event of a fire.

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

The provision is satisfactory.

Children develop confidence and self-esteem. They are encouraged to be independent and praised for completing tasks themselves. Children are interested in what they do. They enjoy activities with the childminder which are child-led or organised. Children are happy and content in her care.

Children acquire knowledge and skills. For example, they learn to recognise different colours as they pick out the parts of a toy. Children count during nursery rhymes and select numbers in books or on the computer. More able children know the alphabet and link sounds to letters. Sharing books helps to develop their language and reading skills. Young children follow the pages from left to right and make sounds to represent the story. Activity games enhance their matching and sequencing. They enjoy putting the correct shapes into the shape sorter to watch it light up and make different sounds. Children complete puzzles and jigsaws. They become confident and adept at controlling chalk to make marks.

Helping the childminder at the local shops teaches them about the different produce, what it is called and what it is used for. They learn about the natural environment during trips to the park to observe the flowers, trees and birds or feed the animals. Children use their ideas creatively to make cards or hats for anniversaries. They express their feelings and experiences through role play. For example, they dress up as penguins, pretend to be lions or care for soft toys. Children use boxes and cushions for imaginary play and have conversations with family and friends on the toy phone.

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

The provision is satisfactory.

Children understand responsible behaviour. They share, take turns and are polite. The childminder provides a range of opportunities for the children to socialise which helps them make positive relationships. Children are generally well behaved. They understand right and wrong through consistent boundaries. Through praise and learning self-care skills, children become confident. The childminder is caring and affectionate. Children feel relaxed and secure and able to make independent choices about what they want to do.

Children benefit from a strong partnership between the childminder and parents. They exchange both written and verbal information regularly. The childminder has written agreements with the parents for each child in her care. Children are valued and respected. Their individual needs are met as they follow their own routine which is discussed with parents. The childminder keeps parents up to date with events, activities and any observations she makes of the children. This keeps parents informed of how their child's needs are being met and their achievements. However, there are limited resources and activities to promote positive images of difference or family customs and beliefs. This is to ensure children are treated with equal concern and become aware of wider society.

### **Organisation**

The organisation is satisfactory.

The children's needs are met through generally effective organisation and communication with parents. Space and equipment is prepared so that children can access resources easily and independently. This enables them to make choices about their play. Both child-led activities and organised play ensure children have different enjoyable experiences whilst they are with the childminder. They benefit from routines which make them feel secure and relaxed. Children play, eat, sleep and rest as they need to.

Documentation is stored securely and information shared appropriately with parents. Some of the required policies and procedures are in place to help keep children healthy, safe and safeguard their welfare. For example, an accurate record of the children's attendance is kept. However, the registration certificate is not on display to provide details of the conditions of registration that the childminder must adhere to. The childminder holds a current first aid qualification. Overall, the needs of the children are met.

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

At the last inspection the childminder agreed to a number of actions to benefit the children, with regard to the enjoyment and achievement outcomes for children, their health care and the partnership with parents.

The childminder has completed an appropriate first aid course. She has acquired consent from parents to seek emergency medical treatment and advice. This will enable her to provide the relevant care should the children require medical attention. Parents are aware of the complaints procedure should they have any complaints about the provision. This is to ensure that the individual children's needs are being met and that parents can monitor their welfare. The childminder is aware of the 'Birth to three matters' framework. She talks and listens to the children and joins in with their play to encourage their development.

### **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 satisfactory. 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):

- make sure written records are kept of medicines administered to children, this refers to the time and dosage of medication given by the childminder
- devise and practise an emergency escape plan
- provide activities and play materials which help children appreciate and value each other's similarities and differences and show positive images of people from a variety of cultural backgrounds and with varying needs
- comply with all conditions of registration, this refers to displaying the certificate of registration.

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)