

Inspection report for early years provision

Unique Reference Number 401700
Inspection date 19 February 2008
Inspector Janette Mary White

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 2001. She lives with her husband and two school aged children in Plumstead, London. All areas of the property are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding five. The childminder walks and drives to local schools to take and collect children. The childminder attends the local parent and toddler group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Regular visits to local parks and playgrounds help to improve children's physical skills. However, outdoor play in the garden is mainly provided in fine weather. First aid equipment is easily accessible and taken on outings or when taking and collecting children from school. Children are provided with a good range of experiences, promoting their knowledge and understanding of good health issues. Their independence is encouraged through routine self help skills, such

as hand washing. They are provided with individual towels to dry their hands and this reduces the risk of cross infection. Children are beginning to attempt new challenges for themselves. For example, as they freely choose familiar toys. The childminder encourages them to tidy toys away before choosing different resources, such as small puzzle cubes. Children are encouraged to make healthy choices regarding the food they eat, such as fruit and healthy snacks. The childminder regularly reminds children to drink and these are readily accessible. A balanced and varied diet is provided and the childminder cooks meals daily using fresh ingredients. She washes her hands prior to preparing meals or after touching some produce, such as chicken or onions. The parents work together with the childminder to meet children's individual dietary needs. Older children are aware of why a healthy diet is important. Details on existing injuries and accidents are well maintained and there is a system in place to record medication.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The emergency evacuation procedures are discussed with the children. However, the emergency escape plan is not practised sufficiently with all the children. In addition, the written policy does not promote all children's understanding, such as in words and pictures. The smoke alarms are used to alert children of the fire drill. These are provided on every level and a fire blanket is available. Children play in a home where risks are identified and minimised. They are cared for in a safe and secure environment with space to make independent choices as they move around within safe boundaries. The childminder completes a written risk assessment and reduces these accordingly. For example, safety gates are in place at the bottom of the stairs and across the kitchen. The childminder gives high priority to helping children understand how to keep themselves safe and to maintaining children's safety outside the home. For example, she asks the children if it is safe to cross the road, after they stop at the kerb, look and listen for traffic. Toys and equipment are safe and frequently checked to ensure they are appropriate for all ages and stages of child development. Older children are reminded to tidy away small pieces of construction bricks so these are not a hazard for younger children. These effective procedures ensure the welfare and safety of the children the childminder cares for. The childminder has an effective knowledge of child protection procedures approved by the Local Safeguarding Children Boards, and is aware of their responsibility to protect the welfare of the child. She has a competent understanding of what action to take if she has concerns about a child in her care.

Helping children achieve well and enjoy what they do

The provision is good.

The childminder is developing the use of Birth to three matters framework to adapt activities in order to promote younger children's learning. However, children are not provided with daily outdoor activities. They sometimes go to local parks in warmer weather for picnics and walks. The childminder is beginning to evaluate the activities and carefully considers how this can be extended. For example, when organising dressing up for role play. Resources are readily accessible and children are able to freely choose the resources they wish to play with. However, not all toys stored in containers help children's independent choice. For example, they are not labelled with words and pictures. Older children enjoy time during school holidays or at the end of the school day when they can be active in accordance with their interests. All children are settled and make themselves at home. They are motivated and developing a good sense of well-being and involvement. Children benefit from spending time with the childminder as she helps to organise their play and she regularly praises them for their achievements, such as 'well done for building a nice tall cube tower'. Children have a broad range of opportunities to be

creative. For example, colouring in a drawing book and using play dough to make models. They show good levels of curiosity and imagination as they enthusiastically find different textures and objects. The childminder regularly reads books to younger children to encourage them to recognise the animal and the sound it makes. Older children are confident and communicate with the childminder as they excitedly discuss their favourite interests, such as playing with hand held games.

Helping children make a positive contribution

The provision is outstanding.

The childminder has an effective understanding of the importance of treating each child with equal respect and concern. Children's background and care needs are recorded and discussed with parents. She goes to a great deal of effort to ensure that their individual needs are met. This sometimes involves her researching cultures and different belief systems. Children have opportunities to begin to understand the world around them, such as learning elementary words in other languages. The childminder has extended her equal opportunities resources and this includes books in other languages to share with the children. The childminder has a general awareness of children with learning difficulties and disabilities. Through discussion she describes how activities are changed and adapted to meet the needs of all children. The childminder works in partnership with parents. She successfully engages parents and they provide all the required written permissions. For example, permission to seek emergency treatment on behalf of the child. Children are respected as individuals and they feel secure and benefit from consistency of care. This is because the childminder and parents work effectively together. A comprehensive range of up to date information is given to parents. For example, there is a poster providing details of Ofsted and an effective system to record complaints, with a summary for parents. Children are developing an understanding of the need to share and how being kind to each other prevents children from being hurt. They are well behaved because they understand the behavioural boundaries set by the childminder and respond well to frequent praise and encouragement. The childminder is firm with the children and she encourages their understanding of right from wrong. She is sensitive to children's feelings and they respond well to her seeking both comfort and support.

Organisation

The organisation is good.

The childminder has an up to date first aid certificate in order to ensure appropriate first aid treatment is given to children. Children are comfortable and settled within a well organised environment. Their care and well-being are promoted, due to the childminder keeping the required records and documents. All records are easily accessible and ready for inspection. The childminder is aware of how long some records must be retained. For example, she is aware that there are different timescales within the National Standards. The register contains details of the children's hours of attendance and the certificate is clearly displayed. However, there is no system to record visitors. Children make themselves at home as they lead in their play and are not afraid to ask for what they need. The childminder has all the relevant checks. The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

The previous inspection highlighted three recommendations to; ensure Ofsted is notified of all changes in circumstances, review the confidential storage of records and documents. In

addition, extend play materials and resources to meet the developmental needs of children including positive images of equality.

Since the last inspection the childminder has made sure Ofsted are notified of any changes in circumstances. She provides lockable filing cabinets for the storage of records. In addition, she has extended toys and resources covering a wide age range and has increased her positive images of equality.

As a result, children are protected as Ofsted is notified of any significant change or event. Children's records and documents are stored confidentially. In addition, children have more opportunities to play with an increased range of different toys and resources, including positive images of equality.

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 the written fire escape plan is easily understood by all children and regularly practised.
- develop use of the garden to encourage daily outdoor activities.

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