

Inspection report for early years provision

Unique Reference Number EY362505
Inspection date 17 June 2008
Inspector Carolyn Mary Hasler

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 November 2007. She lives in a three bedroom house with her husband and two children aged two and seven years. They live in the Chingford area of the London borough of Waltham Forest. The ground floor of the premises and part of the first floor are used for minding purposes and there is a secure garden for outdoor play. The childminder may care for no more than four children under eight years. Currently she has seven children on roll. The family have a pet cat which children have frequent access to. The childminder is a member of Bluebell childminding network and the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing an awareness of their own health because the childminder invests her time into promoting healthy lifestyles. They enjoy frequent physical exercise through walks to and from school, visits to the park and local playgrounds and access to the childminder's rear garden. Children enjoy jumping on the trampoline, crawling through tunnels and riding on push

and ride toys. These activities help children to develop body awareness and form healthy life habits helping them to grow physically and mentally.

Children are learning about personal hygiene including independence in the toilet area. They are learning to wash their hands at appropriate times of the day and are encouraged to practise oral hygiene by learning how to clean their teeth. Children have access to disposable tissues and while younger children are dependent on the childminder for support, older children are encouraged to use resources provided and to dispose of them appropriately.

The childminder is aware of cross contamination issues and is committed to minimising cross infection through using products such as anti bacterial liquids on surfaces and resources. Well thought through procedures are in place to support her care of sick or injured children. They have access to immediate first aid because the childminder ensures the first aid kit is close at hand and she has a current first aid certificate for paediatric care. She has sought permission to seek emergency medical advice and treatment and for the administration of medication from parents. Well organised systems to record medication, accidents and incidents promote the wellbeing of children.

The prior preparation and accessibility to drinks ensures children do not become dehydrated. There is a good balance of fresh nutritional food and snacks available to them and very young children are building skills in independent eating. Older children enjoy opportunities to cook and have made cakes and pizza. The growing of vegetables such as beans help them learn where their food comes from and encourages them to try new foods. The childminder takes account of individual dietary needs which are recorded and shares her ideas for snacks and meals with parents, by offering them a menu plan.

Younger children receive lots of warmth and affection from the childminder. They develop a healthy dependence on the childminder who is receptive to their needs. The warm and trusting relationship she shares with younger children helps them feel safe and secure and this helps them to take small steps towards building skills in independent learning.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have a well organised play space where they can be active or quiet as the mood takes them. The low level storage and attractive colours of play resources entice children in and help them feel welcomed. The environment is clean, brightly painted and well maintained. There are good sources of natural light from both the front and the back of the house and the temperature is comfortable. There are places to sit and rest, play at table height or floor level and children move freely from room to room on the ground floor. Carefully chosen play resources, nursery equipment and furniture offer children variety in play and learning opportunities and promotes independence skills. The childminder is able to risk assess and maintain equipment to ensure that children only have access to safe and clean equipment. Overall the childminder has provided a well organised environment and this is conducive to playing and learning.

Through documentation and discussion the childminder demonstrates a satisfactory knowledge and understanding of how to safeguard children, she is able to recognise signs and symptoms of abuse and act upon her concerns. However; she lacks confidence in how she would respond to an allegation against a member of her household. The childminder is able to risk assess and minimise hazards within her home through the use of safety equipment such as child locks. She has taken precautionary measures to protect children from house fires. For example; she

has taken advice from London Fire Brigade regarding the positioning of smoke alarms and fire blankets, has a picture fire evacuation procedure and has practised fire evacuation with older children. However, evidence of this has not yet been consolidated through documentation. The organisation of the environment ensures that children are generally in sight and always within hearing and supervision is good. The childminder describes that while out in the community, she ensures that children wear an identity band, she is able to risk assess playground areas and they are learning basic skills in road safety. Consequently the childminder has a sufficient knowledge and understanding of how to safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and self assured within this environment, they show eagerness to participate in activities and are happy and settled enjoying a wide variety of play opportunities both inside and outside the home. They have easy access to play resources and there is a good balance between adult led and child led activities, the childminder knows them well and therefore can individually support their play. Activities such as cutting are adapted well for different age groups. Younger children have opportunities to role play, participate in art and craft activities and play with natural materials such as sand and water. They use community facilities such as the park and soft play areas. Older children grow flowers from seeds, have opportunities to cook, design T shirts, paint glasses and make masks. Activities are well thought through and are designed to extend children's play experiences.

Children benefit from their time together. Younger children are learning important life skills such as sharing and co operating with each other. They are building skills in communicating their needs to one another and being kind. There are warm interactions between them and the childminder is skilled in pre-empting and responding to children's needs.

Children's vocabulary is extended through the language which is all around them from every day routines and activities. They listen and respond to conversation and talk about what they or the childminder is doing. She provides an appropriate level of questioning to enable them to express themselves and they respond to this by asking their own questions. Activities such as story telling, looking at books and playing with rhymes and songs help children to hear intonations and build skills in speaking.

The childminder keeps a journal for pre school children which contains details of their day, photographic evidence of activities and a collection of their art and craft work. In addition she is currently building skills in observation and assessment.

Helping children make a positive contribution

The provision is good.

Children feel valued because the childminder treats each child with equal levels of concern, care and respect. She considers their different levels of understanding well. She has provided posters in picture and written form to cater to differing needs. They see words written in a variety of languages and have a small variety of books and dolls which offer them opportunities to discuss and explore their thoughts and feelings. The group of children who attend are from different cultural backgrounds and they naturally build relationships with each other. Through discussions with parents about children's religion and culture, the childminder is able to plan for their needs. Her own knowledge of religious and cultural celebrations and her ability to bring these alive through art and craft activities enhances their knowledge and understanding

of their wider community. Although the childminder's language is generally positive around diversity issues, she sometimes reinforces negative messages unintentionally.

Although the childminder does not currently work with any children with learning difficulties or disabilities, she is committed to providing an inclusive service and demonstrates a good understanding of the issues involved. The childminder is aware of the importance and is committed to working closely with parents and other professional bodies to best meet the care, learning and developmental needs of all children, in order that they are not disadvantaged and have opportunities to meet their full potential.

Young children are successfully learning how to use good manners, they constantly hear positive messages and praise from the childminder for their good behaviour and minor achievements. Strategies such as distraction and diversion and the childminder's clear understanding of different age groups, helps her to pre-empt and defuse potential situations. The childminder presents a calm approach and is sensitive to younger children's emotional needs. Older children are more able to control their own behaviour and are building skills in negotiation, the childminder is aware of group dynamics and is skilled in recognising when children need to resolve disputes between themselves and when she needs to intervene.

Children benefit when relationships between parents and the childminder are strong. This helps to establish secure relationships between the childminder and children cared for. On initial contact parents receive information about the service and this helps them make informed choices about their child's care. Contractual agreements and individual recorded information on each child sets out roles and responsibilities and forms a professional persona.

Organisation

The organisation is good.

The childminder has completed a basic course in childcare and first aid and she is committed to her own personal development as she continues to attend work shops and courses on childcare issues. Her strong knowledge of childcare is reflected in her practices which is well organised and offers good quality care, learning and development for both very young children and those of school age. She ensures all adults who have contact with children have completed robust vetting procedures to ensure they are suitable and she is aware of the procedure to vet all adults over the age of 16. The childminder's registration certificate is displayed clearly on the wall for all parents and visitors alike to see. She organises her home to provide a child centred environment. Good quality support and regular routines are successfully promoting being healthy and children are learning how to live healthy lifestyles. They are learning about staying safe at a satisfactory level. The childminder understands her role in supporting children's learning and play and they are successfully making progress. There are routines in place which allows for periods of quietness or active play. Children are sociable and this supports their contribution to the group and to the wider community.

The childminder demonstrates a competent understanding of the National Standards and regulations surrounding childminding practice. Her documentation is well organised and kept up to date.

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

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration 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:

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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):

- keep a record of fire evacuation practises
- consolidate knowledge and understanding of child protection issues

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