



Inspection report for early years provision

<b>Unique Reference Number</b>	EY332217
<b>Inspection date</b>	25 September 2006
<b>Inspector</b>	Jill Dawn Butler
<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 was registered in 2006. She lives with her partner and one child aged six years in Hainault, in the London borough of Redbridge. The whole ground floor of the childminder's house, and two of the bedrooms, are used for childminding. The childminder walks to local schools to take and collect children. She attends the local carer and toddler groups and takes children to the local library and parks.

The childminder is registered to care for five children under eight years at any one time and there are currently four school age children on roll, all of whom attend on a part-time basis.

The childminder keeps two goldfish in a lidded tank and a budgerigar in a cage. She is a member of the National Childminding Association.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are well protected from infection as they are cared for in a clean and well maintained environment. The childminder promotes good hygiene practices with well established routines in place, for example, outdoor shoes are removed once indoors, procedures for caring for the pets are effectively managed and each child has their own face cloth. Children are developing good understanding of how to follow personal hygiene routines, for example, they wash their hands before laying the table, eating snacks and meals, after using the toilet and after feeding the pets.

Children's good health is well promoted by the childminder implementing an effective sickness and medication policy. Children can expect to be treated appropriately and promptly in the event of an accident or emergency situation. This is as a result of the childminder having undertaken recent first aid training, she keeps adequate first aid supplies, and required accident reporting procedures and consents are in place.

The childminder effectively promotes healthy lifestyle choices. Children do not get access to the back garden as it is not in a suitable condition for safe play activities. However, they participate in physical exercise and get fresh air when they go on regular outings to local parks. Here they can run, climb, slide and swing. Children become aware of their bodily needs, and know when they need a drink, food or to rest.

Children's individual dietary requirements are known and effectively adhered to. Children eat a snack when they arrive home from school, and drinks are available at all times. This ensures that their hunger and thirst needs are catered for promptly and effectively. Later on they eat a cooked meal which generally consists of a good range of healthy eating options, although some processed foods are included in the menu. Children are encouraged to eat and enjoy vegetables and fruit and are given regular opportunities to try new food tastes. They enjoy playing a fruit tasting game and are able to identify and describe what the different fruits taste like. Children know the benefits of a healthy diet, that it helps them to grow and be healthy. Children sit together to eat and drink at the table and they happily chat. These occasions provide opportunities for them to develop their social skills. They also develop independence and self-care skills when they lay the table, cut the fruit and help to wash up the dishes.

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

The provision is good.

Children are able to move around safely, freely and independently. They pursue activities in a well organised, bright and welcoming child centred environment. Children are kept fully secure in the premises. They can gain easy and safe access to a good range of play and learning resources. Toys and equipment are maintained in good condition. Furniture available ensures children's comfort as they participate in activities, eat their meals and snacks, and rest.

Children are kept safe by the childminder taking positive steps to identify risks and resolving them, although, for a short time children are left unsupervised in the kitchen when cooking is taking place. All cupboards containing hazardous items are kept locked and children cannot gain access to unsuitable areas. The childminder diligently supervises children's activities. They are well supported as they discover boundary limits, and they learn about rules in a positive and clear manner, for example, to put the toys away so that no-one trips on them and hurts themselves. Children are well protected in the event of fire. There is a fire evacuation policy, a fire blanket in the kitchen, and there are smoke detectors on both levels.

The childminder has good knowledge and awareness of child protection, which ensures children's welfare is safeguarded. She would recognise signs and symptoms and make appropriate recordings and referrals.

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

The provision is outstanding.

Children happily pursue their interests and activities. The childminder has a very good understanding of children's differing needs and provides accordingly. This ensures children are effectively challenged whilst playing at their own pace. The daily timetable of activities is displayed and demonstrates well established routines for active and quiet pursuits. This is adapted as needed to respond effectively to children's choices and preferences on the day.

Children can choose from a stimulating range of interesting play and learning resources and activities. They show very good levels of engagement, concentration and enjoyment. They share and co-operate very well, for example, when playing the Guess Who game, when they take turns and support each other as they play in small teams. Also they develop elaborate role play scenarios. They pursue their imaginative and creative ideas each day through engaging with an excellent range of media, including paints, printing materials, glitter, glue and modelling materials. Children are very proud of their artwork, which goes home or gets put in their folders of work. Opportunities to explore and investigate are presented when children look at nature resources from the forest and talk about different berries, leaves and trees. The childminder helps children with their homework, including their daily spellings and reading. She consistently asks open ended questions to encourage children's thinking and help them to make connections. She listens well and values what children say, which enhances their self-esteem.

A very good range of outings take place, for example, going to the library, having picnics in the park and going on nature walks in the forest. The outings enable children to learn more about their local environment and extend and widen their play and learning experiences.

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

The provision is good.

Children's individual backgrounds and needs are well known and met, which contributes to them feeling valued and affirmed. The childminder's written equal opportunities policy is shared with parents. There is a good range of play and learning resources and activities presented to enable children to learn about different beliefs and cultural traditions within our society. Girls

and boys are encouraged to explore all play and learning opportunities in order to broaden their experiences. The childminder demonstrates a positive attitude towards caring for children with learning difficulties and/or disabilities, and towards promoting an inclusive environment.

Positive, warm and trusting relationships are in evidence which effectively foster children's emotional well-being. Children are happy and relaxed in the childminder's care, they demonstrate a sense of belonging and are secure with the routines. Children seek advice, guidance and support from the childminder, which is consistently given. Children are well behaved. The childminder acts as a positive role model, and the children learn right from wrong through reinforcement of consistent boundaries. Appropriate ground rules for behaviour are displayed for children and parents to view. Children are encouraged to participate in the routines, for example, tidying up their toys when they have finished playing with them. They happily participate and take their turn in the rota of tasks, which includes setting the table, preparing fruit, washing dishes, feeding the pets and choosing a game. This contributes towards them becoming independent and learning to take responsibility.

The childminder maintains positive and productive relationships with parents. Contracts are made, which assist in providing consistency and continuity with what happens at home. Daily verbal dialogues take place each day, giving information about children's welfare and development, and messages from school are passed on.

### **Organisation**

The organisation is outstanding.

The childminder is well experienced and qualified in caring for children. She has a recognized childcare qualification and undertaken further training including food hygiene, health and safety, and anti bias and anti discriminatory practice. She has undertaken successful childminding arrangements since being registered, and children have settled very well. She keeps herself updated on current issues in childminding and adheres to all regulatory requirements. She reflects on her practice and pursues continual professional development. She organises the environment and resources effectively and works within the framework of an established daily routine.

All records kept on children are very well organised, easily accessible and include required information. The childminder has devised a comprehensive set of written policies and procedures, which are shared with parents. These cover areas such as equal opportunities, health and safety, behaviour management and child protection. A daily attendance record is kept, which gives information on children's arrival and departure times and the childminder has good understanding of the requirement to keep Ofsted informed of significant events. 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 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 meals provided are consistently nutritious
- assess the risks to children in relation to them being in the kitchen unsupervised whilst cooking is taking place and take action to minimise these.

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)