



## Inspection report for early years provision

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| <b>Unique Reference Number</b> | 153914            |
| <b>Inspection date</b>         | 19 September 2005 |
| <b>Inspector</b>               | Fiona Sapler      |

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|---------------------------|--------------|
| <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 2001. She lives with her partner and children aged six and eleven in Hainault, in the London borough of Redbridge, in a residential road close to the local shops, and within walking distance to the train station and bus routes. The whole of the ground floor is 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 seven children full and part-time, and also cares for children over eight years old before and after school. She is registered to provide overnight

care for one child. The childminder visits the library, attends local childminder play groups and is a member of the National Childminding Association. The family have no pets.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy a range of activities, which contribute to their good health and helps them develop control of their bodies. For example, there are regular opportunities to play outside with large wheeled toys and climbing equipment, and to visit the park. In addition children are encouraged to walk to and from school and nursery when time allows, and the childminder will explain the benefits to them of regular exercise and fresh air. They are also beginning to learn the importance of a healthy diet by being encouraged to eat fruit and vegetables as part of their daily diet.

The childminder takes account of the children's medical and dietary needs when planning her menu. Some parents prefer to provide packed lunches for their children, sometimes at their own child's request because they want to be like their older brothers and sisters who take a packed lunch to school. The childminder will respect this preference and provide the other minded children with a similar lunch, so that all children feel included, or she will serve a healthy and nutritious meal that appeals to all the children.

Children are cared for in a warm, clean home where they learn the importance of good hygiene and personal care through routine and discussion. They have a clear understanding of washing their hands to reduce the risks of cross-infection, especially after playing outside, after going to the toilet, and before eating.

The children are becoming increasingly aware of the way activity affects their bodies, and know when they need a drink or a rest. For instance, water is available at all times and the younger child will ask for his teddy to have an afternoon nap.

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

The provision is good.

The childminder pays a high level of attention to maintaining a safe environment, and to providing an appropriate level of supervision, to ensure that the children are able to move around safely, freely and independently within the home. For instance stable doors, throughout the home allows the childminder to see the children at all times and also prevent access to certain rooms, as required.

The childminder explains to the children how to play carefully to prevent accidents by describing the possible consequences of their actions.

The garden provides an enclosed area for the children to play under supervision. The childminder was able to explain how she dealt effectively with a recent safety issue in

the garden. She described the actions that she has taken to minimise any further risks outside and the childminder is working with the parents of the minded child to ensure that the incident does not impact on how the children are able to use and enjoy the garden.

The childminder takes sensible precautions to ensure the children's safety and wellbeing when away from the home, and uses clear explanation so that children are aware of possible risks and hazards and know actions to take to prevent these.

Children independently select activities from a range of toys and equipment, which meet safety standards. The childminder monitors the children's choice of toys to make sure they are safe and appropriate for their age and stage of development. The childminder safeguards and promotes children's welfare as she holds a current first aid certificate and has a secure understanding of child protection procedures in line with the local Area Child Protection Committee procedures.

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

The provision is good.

Children are happy and settled at the childminder's house. They relate well to each other and have formed close, caring relationships with the childminder, that ensures they are comfortable and secure.

Children become independent as they choose between a variety of toys, books and activities, that appeal to all ages and stages of development and the children spend their time purposefully.

The childminder provides appropriate levels of support that gives the children confidence and they know when to ask for help. She makes good use of the Birth to three framework to promote the younger children's learning. Her good knowledge of the children is used to provide toys and activities that they enjoy, however there are no records or observations of the children's achievements that would help the childminder to plan and provide greater challenges to help them progress further.

The children's play and learning experiences are enhanced by attending local groups, with the childminder, on a regular basis. At the groups the children enjoy painting, arts and crafts, water play, music and movement and other activities that help them to experiment and express themselves through their senses. Children also have many opportunities to share stories, sing songs and take part in action rhymes at these groups and at singing and story sessions at the library. The childminder will also use other local resources, such as soft play spaces and the farm to increase the children's knowledge and understanding of the world around them and to build on a variety of skills, including their physical and social development.

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

The provision is satisfactory.

There is a range of resources available to the children that reflect positive images of different cultures, backgrounds, non gender-bias and disability. However, there is no evidence of how these are used in practise and how the childminder supplements these resources to build on the children's own knowledge and understanding, and how they are used to teach them about valuing and respecting each other's differences. Younger children learn about different festivals at the play groups they attend and they have many opportunities to interact with other children from different backgrounds and with varying needs.

The Childminder sets clear, consistent boundaries and use appropriate language and explanation to help children understand how to behave well, to show care and concern and to learn how to play together harmoniously.

The childminder uses her knowledge of the children and their families to meet the children's needs well and she has built positive relationships with parents that results in the children feeling confident in the home, however there is limited contact with parents, which means that they are not always fully informed of their child's day and there are few opportunities to discuss their children's progress and developing needs. In addition there is no written communication and the childminder does not keep records of any concerns, achievements or issues that may be shared or raised with parents that would help them feel more involved in their child's day and the service provided.

## **Organisation**

The organisation is good.

The home is organised effectively so that children's needs are met and they can enjoy and achieve in a safe environment.

The childminder only uses the downstairs of her property and is able to provide a high level of supervision at all times. The children feel at home and at ease and are therefore confident to initiate their own play and learning.

The childminder's knowledge of the children and their families contributes to continuity in the children's care. The childminder chooses to attend courses and workshops to update her skills and knowledge in relevant areas of childcare. This helps to maintain a fresh approach to the service she provides. All required documentation is maintained, stored securely and can be easily retrieved when needed.

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

## **Improvements since the last inspection**

At the last inspection two recommendations were set. The first related to the development of sample menus to be made available to the parents. A menu plan has been devised and is available to parents on request. The second recommendation

related to the Child Protection policy and ensuring that parents are aware of the childminder's responsibility regarding child protection. A written policy is shared with parents informing them that although information will not be passed to anyone without the permission of the parents, this will be an exception in the cases of suspected Child Protection concerns

### **Complaints since the last inspection**

Concerns were raised, on 10/02/2005, that the childminder was over-minding. The concerns related mainly to National Standard 2-Organisation. An Ofsted inspector made an unannounced visit on 24/02/2005.

No evidence was found that the National Standards had been breached and the provider remained qualified for registration.

## **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):

- develop effective methods for sharing information with parents to ensure they are fully aware of the service that is provided, their child's day and the progress their child is making.
- devise methods to record what children are able to do to assist the planning and provision of sufficiently challenging activities to help them to progress and develop further.

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: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)