



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY318503
<b>Inspection date</b>	08 March 2007
<b>Inspector</b>	Teresa Evelina Coleman

<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 has been registered since 2006. She lives with her two children aged three and seven years. They live in a two bedroomed second floor flat in Deptford in the London borough of Greenwich. The accommodation is all on one level. The living room is used for childminding. There is no garden at the premises, however, there is a communal playground. The premises is close to local shops, schools and parks. There are no pets.

The childminder is registered to care for a maximum of three children under eight years, of whom two may be under five years and of these, one may be under a year. The childminder is currently looking after an 11 month-old baby on a full-time basis and a 14 month-old baby on a part-time basis. She is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The childminder ensures that good hygiene procedures are in place in her home. These include hygienic nappy changing and disposal. For example, the childminder uses disposable gloves and disposes of used nappies in the outside chute. She protects children from the risk of illness and the spread of infection by providing parents with a clear written sickness policy. This requests that parents keep their child at home if they are suffering from a contagious illness. Children are learning how to keep themselves healthy because the childminder encourages good personal care. For example, she encourages children to wash their hands before eating, after using the toilet or potty and after outings and activities. The childminder further promotes good hygiene habits because she provides children with individual flannels and toothbrushes.

The childminder has effective systems in place for the recording of medication including obtaining prior written parental permission. She explains this to parents in her written policy. The childminder obtains written parental consent for seeking emergency medical advice and treatment and takes this and parents' contact details with her when going out. This helps to ensure that children are protected in the event of an accident or emergency. The childminder has an up-to-date first aid qualification.

Although there is no garden, the childminder is able to describe a range of physical play activities that she provides that promote children's physical health and development. These include going to the nearby playground, local parks, toddler groups, the library and various Surestart activities. This helps to ensure that children enjoy regular opportunities for vigorous play in the fresh air and can practise a range of physical skills. Children also benefit from walking as a form of exercise as the childminder does not drive.

The childminder is aware of the importance of providing children with a healthy balanced diet. She shares this information with parents by providing a written food and drink policy and a sample menu. All meals include fruit and vegetables and the policy informs parents that she welcomes their menu suggestions. Meals provided include roast chicken and potato salad, tuna and pasta and beef with rice and vegetables. The childminder records all necessary information relating to children's individual dietary requirements, for example, allergies, specific preferences and religious and cultural considerations. She also promotes children's health by ensuring that fresh drinking water is available throughout the day.

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

The provision is satisfactory.

The childminder provides a safe, warm and welcoming environment where children can play, rest and eat comfortably. She said that she maintains safety in her home by ensuring that all safety precautions are in place. These include window locks, socket covers and the safe storage of all medication and first aid items. There is also a safety gate in place across the kitchen entrance which prevents children's access. The childminder understands the importance of

keeping children safe by ensuring that appropriate levels of supervision are in place at all times. There is an effective system in place for the recording of accidents.

Fire safety is generally promoted, for example, there are smoke alarms and a fire blanket in place. However, the childminder has not drawn up an emergency evacuation plan and does not practise evacuation with the children. Consequently, children are not fully protected in the event of a fire.

Children are learning how to keep themselves safe when they go out. For example, the childminder teaches them about road safety. Children's safety on outings is further promoted because the childminder provides reflective jackets for them.

Resources include toys and activities across all areas of children's play. For example, there is a range of provision to promote children's imaginative and creative play and the childminder provides various learning activities for older children. The childminder understands the need to ensure that resources are accessible to children so that they can make independent choices. She is aware of her responsibility to carry out regular safety checks on all equipment in order to ensure children's ongoing safety.

The childminder demonstrates an understanding of her child protection responsibilities and of the action to take if she has any concerns about a child in her care. For example, she is aware of the areas of abuse and of the signs and symptoms of possible abuse. The childminder also understands the need to keep confidential records of concerns and understands that she must inform Social Services and Ofsted if she is worried that a child may be being abused. She has attended safeguarding children training recently and this helps to ensure that her knowledge is up to date.

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

The provision is good.

Children enjoy a varied, balanced day because the childminder plans a range of activities for them across all areas of their play and development. Written plans include painting, free play, songs and stories and structured learning activities for older children. The daily routine also includes time for play, meals, rest and outings. Outings include visits to local parks, playgrounds, toddler groups and various Surestart activities. Many resources are stored accessibly and this promotes independence because it encourages children to make choices.

The childminder has a sound understanding of the varying play needs of children of different ages and ensures that activities are age appropriate. For example, when caring for younger children, she effectively promotes their language development. She encourages communication by talking to babies, repeating sounds and noises they make and encouraging them to join in with the actions when listening to a tape of children's songs. Activities for older children include structured learning activities around early maths, language and writing skills. Children enjoy affectionate relationships with the childminder who is sensitive to their individual needs and routines. For example, she sits on the floor playing with them, cuddles them when giving them a bottle and is flexible about sleep times.

The childminder is aware of the Birth to three matters framework and has a copy of the resource pack. She is beginning to incorporate this when planning activities for younger children. The childminder keeps records of children's progress and achievements including dated examples of children's work.

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

The provision is good.

The childminder has good arrangements in place for identifying and recording children's individual needs. For example, she discusses all aspects of children's needs with parents at the start of a minding arrangement and records these appropriately. She promotes effective partnerships with parents by encouraging them to tell her if they have any worries relating to the care of the child or if there is anything they or their children are not happy with. She also requests that parents let her know if anything significant has happened at home as she is aware that this may have an impact on children's behaviour and wellbeing. The childminder welcomes feedback from parents by asking them to complete questionnaires to let her know if there is any aspect of her service that they particularly like or if there is anything they would like to be improved. Feedback from parents is very positive and highlights the wide range of toys and loving environment the childminder provides and her good interaction with their child.

Records are effectively shared with parents. For example, the childminder draws up written contracts and ensures that she obtains prior written permission for outings and for seeking emergency medical treatment. The childminder ensures that parents are well informed about children's progress and achievements by using individual contact books and by keeping individual folders containing dated examples of children's work.

The childminder demonstrates a sound understanding of equal opportunities issues and reflects this in her written policy which she shares with parents. For example, she is aware that children must be treated equally according to their individual needs and without any discrimination. The childminder understands the importance of providing children with some positive images of other cultures and that depict disability so that they can learn to value and respect others in the community. She provides all children with equal access to all resources and activities and this contributes to a non-sexist approach. The childminder does not have any experience of caring for children with learning difficulties and/or disabilities. However, she demonstrates a positive approach and understands the importance of providing an all inclusive service that takes account of children's individual needs.

The childminder demonstrates a good knowledge of behaviour management issues and is able to give examples of strategies she uses depending on children's age and level of understanding. She promotes good behaviour through frequently praising children and by the use of stickers. The childminder sets some simple limits for children which include sitting down at mealtimes, not climbing on furniture, not swearing, fighting or showing discrimination against each other. The childminder discusses behaviour management with parents and shares her written policy with them. This helps to establish a consistent approach. The children benefit because it helps them to learn right from wrong.

## **Organisation**

The organisation is good.

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

The setting is warm, welcoming and child friendly. The childminder is able to describe a balanced daily routine that includes time for rest, play, meals and outings. Many resources are accessibly stored and provide opportunities for children to take part in an interesting varied range of activities and to make independent choices.

The childminder demonstrates a sound knowledge and understanding of the National Standards. Documentation is generally well maintained and stored safely, accessibly and confidentially. Attendance is accurately recorded and the attendance record includes children's hours of attendance. Accident and medication records are appropriately kept. The childminder is aware of the need to keep a complaints log but, as there have not been any complaints, there is currently no recording system in place. The childminder provides a written complaints policy that informs parents of what they should do if they have a complaint. However, this is out of date as it does not reflect revisions to National Standards made in October 2005.

## **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:

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):

- draw up an emergency evacuation plan

- devise a system for keeping a log of complaints from parents. Ensure that the complaints policy is up-dated in line with revisions to the National Standards made in October 2005.

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)