



## Inspection report for early years provision

<b>Unique Reference Number</b>	109495
<b>Inspection date</b>	19 January 2007
<b>Inspector</b>	Judith Mary Scott
<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 1994. She works with another registered childminder, her husband, and they mind from their home. She lives with her husband and three children aged seven, nine and 13 years old. They live in a four bed room house in East Sheen, London within walking distance of local shops, schools, parks, a library and transport links.

The ground floor of the property is used for childminding, this includes a through sitting room with a designated play area and a kitchen/diner. The bedrooms are used for rest and children are supervised when using the bathroom and toilet facilities on the first floor. There is a fully enclosed garden available for outside play with an outdoor play house.

The family have three dogs as pets.

The childminder is registered to care for a maximum of four children. She works with her husband and together they have 11 children on roll. They also employ two assistants. They are currently

caring for two children full time, one aged two and one aged 18 months. Two children aged two, one child aged 18 months, three children aged 15 months, one child aged 12 months and one child aged eight months are cared for on a part time basis, plus one four year old sibling after school. The provision closes for four weeks a year.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a warm and clean home that is friendly and welcoming to children and their families. They benefit from the childminder's good physical and emotional care and are given plenty of affection, reassurance and attention. They interact positively with the childminder and enjoy lots of close contact, for example, having a cuddle and playing with her necklace. Children are happy, content and settled and experience a structured but flexible routine that meets their individual needs. They are able to freely express their feelings such as discussing food preferences and what they have been doing at nursery and younger children communicate with early speech and sounds.

Children's meals, snacks and drinks are provided by the childminder. The food supplied is home made, nutritious and well balanced and meets the children's dietary needs. Babies' food is pureed or chunked and bottles and formula are supplied by parents. Information is exchanged regarding children's well being, health issues, food intake, sleep patterns, nappy changing, activities and outings. Children's healthy eating is promoted by the childminder in conjunction with parents through discussion, example, role-play, stories and cooking activities.

Children's health is well protected by the childminder's knowledge of First Aid, health and safety, general good hygiene practice and pet safety. Children learn the importance of personal care, hygiene and independence through discussion and daily routines, such as blowing their nose with a tissue, washing their hands often, before eating and after using the toilet and messy play activities.

Children benefit from physical activity and exercise to help them develop control of their bodies. The garden is used regularly for outdoor play with outside play equipment and a playhouse, plus walking to and from nursery and trips to local playgrounds and parks. Children benefit from fresh air and opportunities to walk, run, jump and climb with the childminder's support and encouragement to develop physical skills. They like picnics and building dens with twigs and leaves. They also enjoy dancing, action rhymes, yoga and music indoors.

The children's individual needs are met and information shared effectively with parents by the childminder maintaining records regarding accidents and incidents. Administration of non-prescribed medication is noted in the home book, however, in future this will be recorded in the medication records.

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

The provision is good.

Children benefit from an organised and well arranged home. They are safe and secure in this environment and can move freely around the ground floor and easily access toys and activities provided by the childminder. She has taken suitable measures to reduce potential hazards and is aware of the significance of good risk assessment. Children are well supervised and made aware of the importance of using toys and play equipment safely through discussion, demonstration and explanation with the childminder. She encourages them to build their confidence and extend their skills through play, for example, throwing balls and jumping off apparatus.

Children are given clear boundaries and the childminder ensures they are safe on outings, both on foot and in the car. Suitable systems are in place such as close supervision, appropriate adult/child ratios, use of car seats and safety restraints. Children are encouraged to hold hands or the buggy, wait by kerb, stop, look and listen and walk together. They are only taken to places after consideration of children's ages and requirements and where the childminder is happy with the safety of the environment. Children have opportunities to walk and run around freely in controlled, enclosed spaces.

Children have access to a wide range of childcare equipment. There is a good, varied supply of toys, books and play provision that is stored and presented effectively. Children can choose activities from the selection or by request. This includes creative materials, puzzles, imaginary and role-play, books, construction, musical instruments, dolls, soft toys and inter-active toys. The childminder monitors and ensures these are suitable for children's age and stage of development.

Children's welfare is paramount. They are safe and protected as the childminder has a good understanding of child protection issues and procedures.

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

The provision is good.

Children enjoy being with the childminder and interact warmly and affectionately. They are offered recognition, acceptance and comfort, in particular, for example, when a new child is being settled in. They talk to and play with the childminder at regular intervals, responding with smiles, pleasure sounds and early speech. Older children are very relaxed in the home and are friendly and chatty, talking about nursery and home experiences. Children generally play together co-operatively and relate well to adults and one another.

Children experience a flexible but structured childminding routine of the nursery and the school run, meals, naps or quiet times, free and planned play activities and outings. They have regular trips out to local groups, one 'o' clock clubs, parks, soft play centres, the library for story time, shops and visiting friends. Children benefit from this with opportunities to socialise with others, to encourage speech and social skills, to experience different sights and sounds in the outside world and to use a variety of equipment with more space to develop their physical skills.

Children play with suitable and age appropriate toys and are interested and involved. They confidently select toys from available supplies and older children choose more freely or ask for specific activities. Children experience activities that meet their needs and enable them to explore their environment. They like sensory and tactile stimulation interacting with activity centres and enjoy play and reward toys, for example, placing objects that travel down a chute and make a musical noise on arrival. They show concentration and perseverance posting pieces into the shape sorter and participate in early imaginary and role-play with cars and play people.

Children benefit from the use of a designated play area and small group home setting. They participate in a variety of stimulating play activities on a weekly basis that contribute to their enjoyment and enable them to learn through play. Activities include creative play such as painting, sticking, collage, dough, junk modelling; plus mark making, lots of books and stories, educational games, free play, early maths with sorting, matching, counting, number rhymes, construction, puzzles and imaginary and role-play with dressing up, pretend food and utensils, play people, puppets, dolls and cars. Children enjoy music, singing, dancing and yoga. They have lots of opportunities to explore and use their senses to experiment and express themselves whilst being cared for by the childminder. They regularly do baking and cold cooking and also experiment with different textures and substances such as bubbles and mixed icing sugar to explore changes. Feely bags provide opportunities for tactile exploration and introduction of new descriptive vocabulary. Children have nature walks, exploring and collecting leaves, sticks and conkers. They help walk the dogs, feed the ducks and plant and care for herbs and tomatoes in the garden.

Children are encouraged to develop their speech and communication skills by the childminder everyday by talking, listening, rhymes and repetition, singing, plus discussing and identifying colours, shapes, letters, sounds, numbers. Their independence, confidence and ability to make choices is well promoted by the childminder, for example, feeding themselves, putting on coats and shoes. Children experience a warm, consistent standard of care from the childminder who has a good awareness of children's needs and development. The childminder is aware of the Birth to three matters framework and intends to explore this further to promote younger children's learning.

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

The provision is good.

Children gain from supportive settling in arrangements that are tailored to suit individual families' needs and most start as babies. The childminder requests information about their routine before a placement. She gets to know children well and communicates with parents regularly regarding their daily care and progress. Two way written home books are completed if required. Children tend to settle quickly and become familiar with the childminder. They benefit from the positive partnerships that the childminder has developed with parents who indicate they are very happy with the quality of care provided.

Children are given clear boundaries of acceptable and unacceptable behaviour, plus expectations in the form of house rules. For example, sharing, taking turns, good manners, helping to tidy up, playing co-operatively and sitting down when eating. Children behave very well and respond to the childminder's requests and guidance. She uses suitable, consistent behaviour management

strategies such as talking, explaining, anticipation, redirection, distraction and time out to calm down. Praise, reward stickers and positive language are utilised to promote desired behaviour.

Children are treated as individuals and with equal concern. They are encouraged to respect and value others and the environment. Children have access to the full range of activities offered which includes a selection of resources that promote a positive view of the wider community and increase their understanding of diversity. Different festivals are acknowledged and celebrated with creative activities and children are introduced to a variety of food and music. The childminder displays positive attitudes towards children with learning difficulties and disabilities.

### **Organisation**

The organisation is satisfactory.

The childminder works with another registered childminder from the same premises. They work well together as a team and tailor their care to meet all the children's individual needs. Children are settled, happy and at home with a flexible childminding routine within an organised and secure environment. They experience a wide range of varied activities with access to good, age appropriate play provision and equipment. Space and resources are well utilised to support children's requirements and this encourages their confidence and independence.

The childminder keeps the required records that contribute to children's health, safety and well being, but some systems lack details. Records for assistants are maintained but there is no evidence of their current Criminal Record Bureau checks and this has implications for the children's safety and well being. The childminder is aware of the complaints process, however, there is no complaints record system in place and emergency contact numbers for children are not obtained. The childminder shares information regularly with parents to keep them informed about the care that is provided. She displays positive attitudes towards training and implementing additional documentation to promote further good practice. Overall, the childminder meets the range of needs of the children for whom she provides.

### **Improvements since the last inspection**

Two actions were made at the last inspection which have been addressed by the childminder. Standards for children's health and safety have improved as the childminder has obtained written permission from parents to seek emergency medical advice or treatment and maintains written records regarding children's existing injuries.

### **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:

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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):

- ensure that suitable systems are in place for recording any complaints, in line with regulatory requirements and obtain emergency contact numbers for all children
- ensure that there are effective procedures in place for checking that childminding assistants are suitable to work with children and maintain a record of their Criminal Record Bureau status

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)