



Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY342550           |
| <b>Inspection date</b>         | 16 January 2007    |
| <b>Inspector</b>               | Christine Eglinton |
| <br>                           |                    |
| <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 satisfactory. 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 husband and four children of whom two are adults, and the other two are aged 15 and seven years old. They live in a house situated in Romford, Essex which is within walking distance to all local amenities. The childminder prefers to use the downstairs for childminding and there is a fully enclosed garden available for outside play.

The childminder is currently minding one child before and after school. The childminder mainly walks to take children to school. The family have a pet dog.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in a warm and clean environment where they benefit from suitable levels of cleanliness and hygiene throughout the home, which effectively contributes to limiting the risk of cross infection. This is further supported by the use of paper towels and appropriate daily routines, such as children being reminded to wash their hands after they use the toilet. However, children do not learn the importance of washing their hands at other times to prevent the spread of germs, for instance, by consistently ensuring they wash their hands before they eat.

The childminder holds a current first aid certificate which means she is able to give appropriate care if there is an accident. Children suffering from an infectious illness are not allowed to attend the setting, which helps to prevent the spread of contagious ailments. However, the childminder needs to improve her knowledge of communicable diseases to ensure the appropriate agency is able to take prompt action, to safeguard children's health.

Children receive a healthy range of snacks and meals which encourage them to develop healthy eating practices. They regularly eat a piece of fresh fruit when they come home from school, and are able to access their drinks independently. This encourages children to think about their personal needs.

Children enjoy daily physical activities that contribute to keeping them healthy. For example, they play the 'beat the bus game' on the way to school which involves walking vigorously in an attempt to beat the bus which is stuck in traffic. Children ride their scooters in the park, and play on the slide and see-saw in the garden, which gives children the opportunity to practise and develop their physical skills.

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

The provision is good.

Space within the childminder's home is well organised and meets children's needs effectively. Children are able to play and explore in a spacious and safe environment where they can move around freely and safely. Children are able to rest and relax in a quiet area, and are able to eat their meals in a comfortable and safe place. Children enjoy playing with a wide range of good quality toys and equipment which are safe, stimulating, and suitable for children's stage of development. They are able to choose their favourite toys, which are stored at low level so that children can access them safely and easily.

Children's safety is promoted because the childminder is vigilant at reducing risks and minimising hazards. For example, locks are fitted to low level kitchen cupboards containing hazardous items, and electric caps are fitted to exposed electric sockets. Older children are learning about the safety rules within the home, and during outings. For instance, they confidently talk about the dangers of touching sharp objects and understand why they must hold the childminder's hand when they cross the road.

The childminder has sound knowledge of child protection issues. She knows what action she needs to take, if she has any concerns about a child in her care. This promotes and safeguards children's welfare.

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

The provision is good.

Children are very happy and settled, and benefit from the homely environment the childminder has created. Children are treated as part of her family, and they have developed very warm and caring relationships with the childminder, and with members of her own family. Children seek support and comfort from the childminder and enjoy sitting on her lap while they read their school books. They ask the childminder to help them make necklaces while threading shapes on string. This indicates that trusting relationships have been made.

Children are very keen for the childminder to join them during their play, and she engages very well with the children. This helps to extend children's play and enjoyment. For instance, children take great delight in playing pretend school games and eagerly ask her to play the role of the teacher while she pretends to take the school register. Children benefit from playing with a good range of stimulating activities that help children learn while having fun. For example, children are helped to recognise shapes while playing board games, and she helps them recognise words by helping them say the sounds of letters when they read their school books.

Children are able to make important decisions in their play and choose what they want to play with. This furthers their enjoyment, and enables them to concentrate while playing with self-chosen activities. Children are given good opportunities of attending a variety of trips and outings, which include trips to the zoo during the school holidays, and regular trips to the park. This offers children a wide range of experiences and helps them learn about the local environment.

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

The provision is satisfactory.

Children talk happily about their home life during their play which helps them develop a sense of belonging. Children are encouraged to take part in all the activities provided, which ensures they have equal opportunities to maximise their enjoyment and potential. Posters showing welcome and goodbye in community languages, and children using key words in other languages during their play, help children learn to appreciate and value similarities and differences. However, apart from visual resources, toys and equipment does not reflect images of all aspects of society to help children develop a positive attitude towards diversity.

Children learn important social skills such as sharing and taking turns during playing board games and team games. Children enjoy each other's company and treat each other kindly. The childminder uses praise and encouragement to promote positive behaviour and children behave well.

The childminder has developed friendly relationships with the parents and regular informal discussions with parents, ensure continuity of care. Parents are given copies of the childminder's policies and procedures, which help them to make an informed choice.

### **Organisation**

The organisation is satisfactory.

Children benefit from the childminder's appropriate organisation of the premises which provides them with lots of space to play, and offers them easy and safe access to toys and equipment. Children feel at home and at ease, and daily routines provide children with ample opportunities to rest and relax, as well as being busy and actively occupied. The childminder meets the needs of the range of children for whom she provides.

Written policies and procedures guide the childminder in her daily practice. This ensures children's needs are met and all relevant information is shared with parents.

Information kept about the children is relevant and helps to promote their welfare. All mandatory records are in place, and are kept in a confidential manner to guarantee the safe management of the setting. However, the childminder needs to ensure she is kept fully aware of current legislation to ensure she is fully knowledgeable about regulatory responsibilities required of a childminder.

### **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 satisfactory. 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 children follow consistent good hygiene practices to help prevent the spread of infection
- improve knowledge of the procedure for communicable diseases
- provide more resources that reflect positive images of all aspects of society to help children develop a positive attitude towards diversity
- make sure all documentation relating to the National Standards and supporting guidance is kept updated.

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)