



## Inspection report for early years provision

<b>Unique Reference Number</b>	158900
<b>Inspection date</b>	13 May 2005
<b>Inspector</b>	Kay Bateson

<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 to care for children since 2000. She lives with her husband and three children aged 7, 11, 13 years. They live in a three bedroom house in a residential area of Croydon, near to parks, schools, library, nursery, local transport links, and shops.

The minded children have access to the ground floor rooms only, which have toilet and bathroom facilities. There is a fully enclosed back garden for outdoor play.

The childminder includes regular visits to local toddler groups, the library rhyme time,

'Play Town' in Croydon, local parks, for extra outdoor and physical play.

The childminder is registered to care for three children at any one time and is currently minding one full time and 2 part time children under 5

The family have a pet parrot, a small rabbit and a large fishpond in the garden with rigid cover, which are all hygienically kept.

The childminder is a member of the National Childminding Association and attends local network meetings.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy a wide range of activities, which contribute to their good health. Each day children enjoy outdoor activities that help them to develop control of their bodies, for example as they run and manoeuvre toys around the garden. Regular visits to local parks, playgrounds and toddler groups improve children's physical skills. They are very aware of the way activity affects their bodies and know when they need a drink or a rest. Going out in all weathers and looking at animals in the garden increases the children's knowledge and understanding about identifying body parts, their own needs and those of others, for example through watching, mimicking, and talking about the way the rabbit looks, feeds and moves around, as well as, experiencing the wind and sun on their faces and bodies.

Children are cared for in a warm, clean home where they learn the importance of good hygiene practices and personal care. They are becoming increasingly aware of why they must wash their hands after playing in the garden, before eating and after using the toilet in order to reduce the risk of infection. They are becoming increasingly independent in self help skills and gaining control of physical skills, by the way they tell the childminder about their need for changing nappies, using the toilet, trying to put their arms into coat sleeves themselves or to climb safely onto a chair to sit.

Children begin to understand the benefits of a healthy diet. They are able to have plenty of drink throughout the day. The childminder takes account of the wishes of the parents and the children's choices to provide nutritious freshly cooked meals and snacks that appeal to the children and meet their dietary needs.

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

The provision is good.

Children enjoy playing freely in a welcoming, safe and secure environment, which is maintained by the childminder giving full attention to minimizing potential hazards around the home and in the garden.

The childminder gives high priority to helping children understand about safety rules and staying safe as they play and go on outings. This is done through talk and the procedures she has in place, such as reminding children to slow down running as they come through the open doorway, not to throw toys into the box when tidying away, being very observant and nearby when children take safe risks (climbing onto an adult chair at the table).

Children are able to select and play with a good range of age appropriate toys, which are clean, in good condition and stored at their level. This gives children opportunities to develop as independent learners. The childminder is able to broaden the children's experiences by having additional equipment and toys, immediately accessible when requested, such as drawing and writing materials, puzzles and games.

The childminder safeguards and promotes the children's welfare by demonstrating a good understanding about child protection procedures and contacts. Also, she makes sure the children are safe on outings, by having firm arrangements in place, such as children being secure in a buggy or on reins holding the side, written agreements from parents, having contact numbers and identification on her person at all times.

Children are beginning to identify some hazards themselves during play and know when to ask the childminder for help, as when the tumble dryer door open accidentally when leant against and when finding fish food dropped beside the pond.

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

The provision is good.

Children's learning is stimulated, developed and challenged, within the broad range of experiences the childminder provides at home and outside, especially when playing in the exciting natural world of her family garden. The children relate well together and benefit socially from the regular outings to different local toddler groups, parks and library rhyme time.

The childminder uses every situation a learning opportunity, as seen when children play imaginatively, look and talk about the rabbit, compare colours of flowers and observe natural wild life in her well planned garden. They share meal times together and explore early writing skills, letter sounds and naming shapes when using drawing materials. She encourages children to ask questions, share thoughts and ideas, by the way she interacts fully with the children at their level, listening to them and taking an interest in all they do. This ensures children feel valued, emotionally secure, and their needs are fully understood and met.

Children enjoy the balanced daily routine that they plan with the childminder, with periods of active play and restful periods. They are able to select toys themselves, make suggestions and choices, ask for additional resources and overall have fun making up game ideas. This encourages the children to develop into confident independent learners.

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

The provision is good.

The children have made good firm relationships with each other and the childminder, which is observed in the warm, mutual, affection observed between them when they all play together. This ensures children feel safe and secure whilst away from their parents. They respond very well to the childminder's firm but fair strategies for behaviour management, which result in the very good standard of behaviour by the children.

Children feel valued and their self esteem is high, due to the childminder's sound attention to acknowledging their achievements and actions, giving plenty of praise and encouragement. The childminder encourages children to tackle simple problems during play themselves, such as putting shoes on feet, arms into coats, pushing toy buggy up and over a step. This allows children to develop self-help skills and become independent learners.

Children enjoy taking active part in their daily routine with the childminder, by the way she encourages them to help with putting away toys, choosing the next activity to do and decide on meal options that suit both. They have a good awareness of the needs, similarities and differences of each other and have their knowledge broadened about differences within their community, by the toys, equipment and books the childminder has available for them to play with.

The childminder has established good firm relationships with parents, by regularly informing them about their child's day and activities they have done together. This is reinforced by the way she keeps information and agreements up to date and correct, which ensures that the needs of the children are fully met according to the parent's wishes.

Overall the children are very happy, secure and contented by the childminder attending fully to making sure their needs are supported and met.

## **Organisation**

The organisation is satisfactory.

The children feel secure, happy and at home in the way the childminder has organised the play space for children, with areas for quiet and active play, and toys that are easily accessible by the children. They have a balance of outdoor and indoor play experiences, with additional activities organised by the childminder to broaden their experiences, such as trips to local toddler groups, library and parks.

The childminder manages the numbers of minded children well, giving equal attention to the different ages and needs. She keeps accurate records and agreements with parents, which ensure the children's needs, are fully met.

She is aware of the importance of keeping documents and training up to date, and is attending to the arrangement for her first aid training to be renewed.

Therefore overall the needs of all the children are being met.

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

At the last inspection the childminder agreed to make sure that glass panels in doors leading to and from the conservatory were safe, and to ensure that details of whom to contact in the event of a child protection concern were available. She has satisfactorily completed both recommendations.

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

There are no complaints to report

## **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):

- complete an appropriate first aid course that includes training in first aid for infants and young children.

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)