

Inspection report for early years provision

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<b>Unique Reference Number</b>	162310
<b>Inspection date</b>	13 September 2007
<b>Inspector</b>	Cheryl Langley
<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 registered in August 2001. She lives with her husband and seven of their ten children still living at home, one of whom is an adult, the others are aged 15, 13, 12, 11, nine and seven years. They live in a house in Cheshunt and the whole of the property is used for childminding. She is registered to care for a maximum of four children at any one time and is currently minding three children at various times.

The childminder runs a local group for childminders and toddlers two afternoons a week and attends other local groups most days. 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 has good routines and procedures in place to ensure children remain healthy and free of infection. For example, the home, toys and equipment are maintained to a high standard of cleanliness, children with infectious illnesses do not attend and food is stored

correctly to avoid contamination. All of the required policies are in place to enable the childminder to act in children's best interests if they require medical attention.

Children have fun whilst learning the benefits of a healthy lifestyle. They pretend to be doctors to care for each other, practise cleaning their teeth correctly and help to wash the toys. Children know why they need to wash their hands at appropriate times and take regular exercise to keep themselves fit. Children are nourished. They eat a healthy and balanced diet. Interesting activities promote their knowledge and understanding of food. They prepare their own fruit snacks, have fun making pizzas for lunch and listen to stories about eating. The childminder takes account of the wishes of parents. She works with them closely to provide a nutritious and varied menu using only fresh ingredients that appeal to the children as well as meeting their dietary needs.

Children develop and enhance their physical skills. They become adept at controlling pens and crayons to colour pictures and draw. Children practise using tools and utensils. They hammer pins through shapes to attach them to boards with accuracy. Children balance and co-ordinate their bodies on large climbing equipment and balance beams. They direct balls with their hands and feet and learn to complete a head-over-heels unaided. To ensure children feel comfortable and do not over-tire they rest and sleep as they need to.

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

The provision is good.

Children are kept safe in a welcoming and secure environment. The childminder checks her home regularly to ensure potential hazards are removed. A safe and appropriate stimulating range of toys and resources are arranged within the children's reach. They make independent choices and move around freely to initiate their play without coming to harm. Clear and concise policies support the safety of the children. Parental consent is sought to take the children on outings and travel by various modes of transport. Photographs of the children taking part in activities with the childminder and samples of their work are on display in the entrance hall to give the children a sense of belonging and make them feel welcome.

Children learn to protect themselves and others. They take care on the large play equipment to avoid accidents and practise crossing the road safely. Children are aware of the dangers of water and stay away from the edge when they feed the ducks. They know about the harmful effects of fire and what to do when the alarm sounds to get out of the house quickly.

The children's welfare is safeguarded. The childminder understands her role and responsibilities with regard to child protection. She has attended training in this area. Most of the information required is to hand should she have any concerns about a child in her care.

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

The provision is good.

Children are motivated and interested in a stimulating range of purposeful and developmentally appropriate activities. They have fun making choices about their play or taking part in planned activities which aid their development. Children are well supported and encouraged to be independent. The childminder shows an interest in the children. She talks and listens to them and asks them questions to make them think. For example, children are encouraged to talk about what they can see and things they have done in the past. They delight in pointing at aeroplanes and talking about travelling on holiday. The childminder is aware of the 'Birth to three matters' framework to plan appropriate activities for the children.

Children acquire knowledge and skills. For example, they recognise colour and pattern as they match similar clothes and pictures. Children name shapes, such as triangle and circle. They count up to five in sequence to see how many counters they have. Children learn left and right to put their shoes on correctly. They learn the meaning of mathematical language. For example, they are aware that adults are 'bigger' and compare pictures which are 'big' or 'little'. Language and communication is promoted by singing songs, sharing books and having discussions during meal times and play. Children enjoy their favourite songs, such as 'Molly had a dolly' and 'Wind the bobbin up'. They join in with stories, guessing at what is going to happen next or joining in with the narration. Children have fun saying 'see you later alligator' and 'calm down Boris'.

Children express their feelings, ideas and experiences through role and creative play. They care for dolls, dress up to become different characters and make meals with the toy kitchen and food. Children share cuddles and kisses with puppets in a book to make the character feel better. They make cards for different anniversaries, draw pictures and create models with the play-dough made with the childminder. Children learn about the natural environment. They feed the ducks and visit parks to see the animals in the pets' corner.

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

The provision is good.

Children learn about wider society. The childminder provides a good range of activities and meaningful resources to promote a positive view of difference. For example, children listen to a story about Ganesh and decorate elephants, they dress up for Halloween and share toys and books depicting other cultures and ethnic backgrounds.

Children are happy and settled with the childminder. She shows them that they are valued and respected by giving them choices about their care and play and complimenting them on their achievements. Children behave very well. They understand right and wrong through consistent boundaries, praise and the age-appropriate methods used by the childminder to manage behaviour. Children are considerate, share, take turns and are polite, remembering to say 'please' and 'thank you'. The childminder provides a range of opportunities for the children to socialise which helps them make positive relationships. They play team games, role play together and have regular outings to childminder and toddler groups to meet other children and adults. Realistic challenges are set by the childminder to help the children make progress. They become confident and develop self-esteem.

Children benefit from a strong partnership between the childminder and parents. They exchange information regularly to ensure the children receive consistency in their care. Parents are provided with detailed but concise documents about the provision. They have daily discussions and review contracts, policies and procedures regularly. This means that the individual children's needs are met. They follow their daily routine which is discussed with parents. The childminder keeps a record to share the achievements and routines of the children to ensure parents are aware of their developmental progress. The childminder values feedback from parents to support her provision and has received positive and complimentary comments.

### **Organisation**

The organisation is good.

The children's care is enhanced by efficient and effective organisation. Comprehensive policies and procedures, which are shared with parents, protect the children and promote their well-being. A combination of child-led and planned activities makes sure the children have a

range of different enjoyable experiences which are stimulating and informative. They benefit from support and routines which make them feel secure and relaxed. Children play, eat, sleep and rest as they need to.

Documentation is stored securely and information shared appropriately with parents. Children benefit from the childminder's high standard of knowledge, experience and qualifications which she continues to update with relevant training. She has a Level 3 Certificate in Childminding Practice, a current first aid qualification and has been awarded the Herts Quality Standard. Overall children's needs are met.

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

At the last inspection the childminder agreed to obtain a copy of the guidance summary 'What to do if you're worried a child is being abused'. This is to ensure the correct procedures are followed should she have any concerns about a child in her care to protect them and prevent further abuse. A copy is to hand and referred to regularly by the childminder to keep her knowledge in this area up-to-date.

### **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:

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):

- obtain a copy of the Local Safeguarding Children Board procedures.

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)