

Inspection report for early years provision

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<b>Unique Reference Number</b>	128261
<b>Inspection date</b>	29 February 2008
<b>Inspector</b>	Shaheen Belai
<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 2000. She lives with her three children. Of these, one is of adult age and the remaining two are 15 and 12 years of age. They live in Ilford, within the London borough of Redbridge. The whole of the ground floor and one bedroom, bathroom on the first floor of the childminder's home is used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding one child under five years and one child aged over five years, on a part time basis.

The childminder takes and collects children from the local nursery and primary school. The childminder is a member of the National Childminding Association.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Minded children have access to a very clean environment that supports children's health. The childminder maintains written records that relate to accidents and medication administered to children, these are shared with parents to ensure continuity of care. Children receive appropriate first aid as the childminder has continued to keep her training in first aid valid. Children's health is further promoted as parents receive information via a policy on exclusion on attendance if they are infectious or too unwell to participate in the daily routine. Good health and hygiene practices are adopted in the daily routine, for example children wash their hands independently after using the toilet. The childminder has a daily routine in place to ensure areas used by children are maintained to a good level of hygiene, this ensures children can explore and play in areas with minimal risk to risk of infection and germs.

Children's health is promoted with a wide range of balanced and nutritious snacks and meals provided to reflect their individual patterns of attendance. Children are developing good eating habits, for example, they have a variety of fruits for snacks and free independent access to drinking water at all times. The childminder works in partnership with parents to ensure any specific dietary requirements are noted and are provided for accordingly in the menu planning. Cooking activities are introduced to promote children's knowledge of healthy eating, such as making fruit salads. Older children are currently working on a project on recognising what foods are healthy/unhealthy for them, this promotes healthy eating habits in children.

Children have access to a range of indoor and outdoor activities to develop a range of physical skills. On a daily basis children walk to and from school, visit parks and use the garden in dry weather. Indoors, children play with equipment to develop their fine motor skills. For example, using tools to play with play dough, build models with construction and use tools for cutting and sticking.

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

The provision is good.

Children play in a warm and welcoming environment. They benefit from the use of the whole of the ground floor, this provides them with ample space to move freely indoors and outdoors. Space is organised effectively to provide privacy and a quiet area for rest, if required.

Children have easy and safe access to play resources, which are accessible within their reach in the lounge or from the store cupboard. The arrangements of play materials allow for children to develop independence as they make free choices in their play. Children use a wide range of good quality and developmentally appropriate resources. The range of equipment accessible to children conforms to safety standards and are in a good state of hygiene.

Children are kept safe. The childminder is robust in ensuring risks are identified and addressed to minimise children being posed to any dangers. For example, safety gates are used to prevent children having unsupervised access to the kitchen or stairs. This allows children to explore areas of the home with minimal risks to their wellbeing. Children are learning about safe practices through gentle reminders, such as learning to cross roads safely with the childminder and not to climb on furniture.

The childminder has a good understanding of child protection issues. She is able to recognise signs and symptoms and knows how to proceed if she were to have concerns about a child's welfare. This knowledge safeguards the welfare of children in her care.

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

The provision is good.

Children are happy, settled and have good relationships with the childminder. Children receive lots of warmth and affection through positive interaction, such as words of praise and re-assurance. Trusting relationships are forming, such as children approaching the childminder to give and receive cuddles. Children enjoy the activities provided for them, which are carefully selected to reflect individual children's stage of development and personal interests. This contributes to children developing new learning skills and the good levels of concentration being presented.

Young children respond well to the childminder's encouragement and positive encouragement. They share their learning with the childminder, such as the picture they have drawn or how they use props in their imaginative play. Older children benefit from the childminder's support, as they complete their school homework in her care. Their learning is extended with themed projects being introduced, such as healthy eating.

Children's imaginative and creative development is encouraged through a good range of equipment and activities organised, such as home corner play, small world play and card making for Mother's Day. Children spend their time in purposeful and fun play, this ensures children are happy and well cared for.

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

The provision is good.

Children develop well because their individual needs are met through information sought at registration and as an on-going practice. Children's differences are acknowledged and addressed with a positive approach from the childminder, such as an awareness of home languages and religious practices. The childminder promotes equal opportunities reasonably well. For example, record keeping and play resources and the celebration of some community festivals shows that diversity is valued and, therefore, have a positive impact on the children.

The childminder has a positive approach to providing an equal service that is inclusive to all children, this includes children with a learning difficulty and/or a disability. She has a good knowledge of child development and would use these skills in identifying and sharing any concerns with parents.

Children are given clear messages about how to behave, and they respond well. They benefit from the positive interaction from the childminder, the positive praise provided and the range of purposeful play made available. This provides children with a sense of confidence and self-esteem. Behaviour management strategies are appropriate for the ages attending and support children's understanding of right from wrong.

The childminder has a good working relationship with parents and ensures all required information is shared regularly. This contributes to continuity of care and children developing well. Policies and procedures are in place and are provided to parents during the settling-in period. However, parents are not provided with a complaints procedure which clearly informs

them of the role of the regulator. The childminder has sought parental consent in writing for specific matters, such as transporting children in her car and for going out on outings. This contributes to children's safety.

### **Organisation**

The organisation is good.

The childminder has been pro-active in updating her knowledge in childcare and has recently obtained her NVQ Level three in Child Care. This supports the overall care and learning of children. The childminder has ensured that all adults living within the home have been suitably vetted to ensure children's safety.

Children are secure and happy because the childminder provides a warm and welcoming environment for them to play in. The daily routine is devised to meet ratios, take into account the needs of the children and their own individual routines of attendance.

All required records are in place for the children attending and written information about the service is made available to parents. However, there is a weakness in the record keeping of children's attendance and this impacts on children's safety. The childminder meets the needs of the range of children for whom she provides.

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

At the last inspection the childminder was recommended to keep a written record of any child protection concerns. To date there have been issues arising for the childminder to maintain records in this area of safety.

### **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):

- provide parents with a written complaints procedure, which includes the details of Ofsted

- maintain attendance records for each child, which reflect their actual hours of attendance.

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)