

Inspection report for early years provision

Unique Reference Number 132070
Inspection date 12 November 2007
Inspector Judith Mary Scott

Type of inspection Childcare
Type of care 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.

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 1996. She lives with her husband, two adult sons and a cousin aged 16. They live in a four bed roomed house in West Wimbledon, London, within walking distance of shops, schools, parks, a library and transport links. The ground floor of the property is used for childminding. This includes a sitting room that is used for children's rest, a living room, a dining room/playroom, a kitchen and a bathroom and toilet. There is a fully enclosed garden available for outside play. There is a swimming pool which is inaccessible to minded children.

The family have a budgie.

The childminder is registered to care for five children at any one time. She is currently caring for a child aged two four days a week; plus a sibling aged seven after school four days a week; a child aged two five days a week; a child aged three one day a week and a child aged 23 months one day a week.

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 provides a friendly and welcoming environment. Their needs are met consistently with plenty of positive, affectionate interaction with the childminder. Children enjoy hugs and cuddles and are happy, content and settled which contributes to their sense of belonging. They experience good physical and emotional care, with plenty of reassurance and attention. Children benefit from a structured but flexible routine with naps or quiet times after lunch.

Children's packed lunches and meals are currently provided by parents although the childminder is willing to offer meals if required. Food supplied is nutritious and balanced and meets children's dietary needs. This is supplemented by the childminder with drinks, snacks and fresh fruit. Water is available at all times. Children sit together with the childminder at mealtimes and they are encouraged to feed themselves. Children's healthy eating is promoted by the childminder in conjunction with parents through discussion, example and role play.

Children's health is well protected by the childminder's knowledge of health and safety, first aid and general good hygiene practice. The first aid box is well stocked. The triangular bandage has been used to demonstrate a story about a child who broke his arm. Children explain how "they took a picture of his bone" when looking at the picture of an x-ray. Children are supervised when using the toilet and learn the importance of good, personal care and independence through discussion and daily routines, washing their hands regularly, before eating, after using the toilet and messy play.

Children are being toilet trained and are given lots of praise and encouragement with potties, trainer seats and steps available to assist this process.

Children benefit from physical activity and exercise to help them develop control of their bodies. The garden is used in better weather and children have access to bikes, sit and rides, cars, bats, balls, hoops and racquets. They enjoy using the slide, making camp in the tent and sand and water play. Children are taken out regularly by the childminder doing the school run and trips to local parks and groups. Children benefit from fresh air and opportunities to walk, run, jump and climb with the childminder's support and encouragement, to develop their physical skills. They also enjoy dancing, action rhymes and music indoors.

Children's individual needs are met and information is shared with parents by the childminder maintaining records regarding accidents, incidents and medication. However, incident records are currently not signed by parents. A full list of written parental consents is kept for each individual child.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a well arranged and organised home. They are safe and secure in this environment and can move freely around the ground floor area. They access toys and activities provided by the childminder easily. Children are well supervised and are made aware of the importance of using toys and play equipment safely through discussion, demonstration and explanation with the childminder. For example, they are gently reminded not to throw toys. They are also developing an understanding of everyday matters and when making a cup of

pretend tea, emphasise that tea is hot. The childminder has taken effective measures to reduce potential hazards and is aware of the significance of good risk assessment.

Children are given clear boundaries and the childminder ensures they are safe on outings. Appropriate systems are in place and she supervises the children closely and takes a mobile and the relevant details. Suitable car seats and various safety restraints are used, children hold hands or onto the buggy and they are asked to wait, stop, look and listen to develop their awareness of road safety. Children wear illuminated "be seen" stickers and are allowed to walk and run in enclosed areas.

Children have access to a varied range of appropriate childcare equipment. There is a good variety of toys, books and play materials that covers the whole age range. These are stored and presented effectively. The childminder makes a daily selection from her supplies and monitors and ensures this is suitable for children's ages and stages of development. Children are offered choice and can ask for specific activities. Play provision includes baby toys, creative materials, puzzles, imaginary and role play, books, construction, musical instruments and inter-active toys.

Children's welfare is paramount. They are safe and protected as the childminder has a good understanding of child protection issues and procedures, and has done recent training. She understands the importance of observing children, keeping accurate records and seeking advice if necessary. She is aware of her lines of communication and local child protection guidelines are available for reference.

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 like to talk and play with her at regular intervals, communicating with speech and gestures and responding with chuckles and smiles. They are offered individual recognition and comfort when necessary and relate well to each other and adults.

Children experience a flexible but structured childminding routine of free and planned play activities, the school run, meals, naps or quiet times and outings. This includes trips to childminder drop-ins, local groups, parks, farms, the library, shops and visiting friends. Children benefit from this with opportunities for new experiences, to socialise with others, to encourage speech and social skills, and to use a variety of large equipment with more space to develop their physical skills.

Children benefit from a designated play area which is decorated with pictures and their work. They play with suitable and age appropriate toys and are interested and involved. They make choices about their activities and confidently select toys from well presented supplies. The childminder encourages changes when necessary and has regular tidy ups to prevent accidents. Children generally play together co-operatively and they are encouraged to talk and express themselves. Children like experimenting with play dough, using rollers and cutters to make shapes and exploring textures. They are absorbed in lots of imaginary and role play. For example, they put cars and lorries in the garage and roll them down the ramp and manoeuvre the ambulance while making appropriate siren noises. They enjoy putting on dressing up clothes as a princess and Superman. They engage with eye/hand co-ordination toys such as a shape sorter activity. They correctly place the shapes and the childminder uses descriptive language to help them identify a red triangle and a blue square. Children are involved with a threading

activity with liquorice strings and cereal hoops to make necklaces but prefer eating the results. They like sensory and tactile stimulation and experiment with interactive toys. They concentrate and persevere with the Noah's ark activity, matching animals to the correct noises.

Children participate in a variety of play and learning activities on a weekly basis both at home and at groups. This includes free play, painting, bubbles, dough, crayons, sticking activities, cold cooking, construction, puzzles, imaginary and role play, stories and music. Children have access to simple science and nature activities such as growing sunflower seeds and watching birds and squirrels in the garden. Sometimes they match and identify one from the bird chart. Children enjoy feeding ducks and collecting leaves, conkers, feathers and pine cones and bring them back to the childminder's home to use in their creative play.

Children are encouraged to develop their speech and communication skills by the childminder everyday, by talking and listening, praise and repetition and introduction of new words. They like looking at picture books and enjoy singing songs and action rhymes. For example, children participate with enthusiasm to "cheeky monkeys" and join in with responses to a finger puppet activity. Children receive support to develop their independence, confidence and ability to make choices, for instance, learning to put on and take off their coats and shoes. Children experience a warm, consistent standard of care from the childminder who has a good awareness of their needs and development.

Helping children make a positive contribution

The provision is good.

Children's parents are given information about the childminder in advance and flexible settling in arrangements are made to suit individual families' needs. Children benefit from introductory sessions and the childminder discusses children's routines, comforters, words and actions, likes and dislikes and favourite activities with parents. She gets to know children well, makes her own observations and communicates with parents regularly regarding their care, well being and progress. Children gain 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 basic house rules. For example, being nice to one another, saying please and thank you. Children are encouraged to help tidy up, play co-operatively and share. They generally behave well and respond to the childminder's requests and guidance. Children benefit from the childminder's appropriate, consistent behaviour management strategies such as talking, explaining, anticipation and redirection. Desired behaviour is promoted with lots of praise, encouragement, rewards and positive language.

Children have access to the full range of activities offered. The importance of positive images, attitudes and role models is understood and children benefit from a selection of resources that promote a positive view of the wider community and increase their understanding of diversity. Children are treated as individuals and with equal concern. They are encouraged to respect and value others and the environment. The childminder displays positive attitudes towards children with learning difficulties and disabilities.

Organisation

The organisation is good.

Children are happy and settled and experience a regular, flexible routine within an organised and secure, child friendly home. Space and resources are well utilised to support children's requirements and this encourages their confidence and independence. Children benefit from a range of varied activities that meet their needs with access to good, age appropriate play provision and equipment.

The childminder keeps the required records that contribute to children's health, safety and well being, but some systems lack details. There is no confidential incident record system in place, and clear emergency contact numbers are not maintained for all children. The childminder shares information regularly with parents to keep them well informed about the care that is provided and parents have access to her policies and procedures. She displays positive attitudes towards attending future training and amending and implementing additional documentation to promote further good practice. Overall, the childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

Since the previous inspection, the childminder has continued to develop a range of resources for children that reflect positive images of ethnicity, religion, gender and disability. She has completed a first aid training course which is still current.

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.

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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 clear emergency contact numbers are obtained for all children and implement a confidential incident record system

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