

Inspection report for early years provision

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<b>Unique Reference Number</b>	128024
<b>Inspection date</b>	24 July 2007
<b>Inspector</b>	Angela Jackson

<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 was registered in 1998. She lives with her husband and two children aged 17 and 10 in Redbridge in the London borough of Redbridge. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of 6 children at any one time and is currently minding 5 children. The childminder drives to local schools to take and collect children. The childminder attends a local carer and toddler group and childminders' support group. The family has a pet cat.

The childminder supports children with learning difficulties and/or disabilities. She is a member of an approved childminding network.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Good standards of hygiene ensure children are protected from cross-infection. They use their own freshly laundered flannels and their crockery and cutlery are washed in the dishwasher. They are learning how to help keep themselves healthy by learning about the reasons for washing their hands before eating and after using the toilet. The home is kept very clean with routine washing of surfaces and floors in the kitchen and toilet. Children's good health and general well-being is promoted by the childminder's up to date knowledge of first aid. There is a policy for the administration of medicines and parents are made aware that no medication that is not prescribed by a doctor will be given. To avoid the risk of spreading infection to other children, the sick child policy is shared with parents so that they know the procedure if their child becomes unwell during the course of the day. Sick children are expected to be cared for in their own home.

Children's dietary and cultural needs and preferences are taken into account when planning meals. They are offered a balance of nutritious foods including vegetarian equivalents of cottage pie and pasta dishes such as spaghetti bolognese. Drinking water and juices are available throughout the day. Children are encouraged to try different foods and options for children developing a broader range of food experiences are offered such as hummus, quorn and lentils. Breadsticks are a preferred choice for younger children.

Physical activities are planned for, helping to promote the children's well-being. Children have access to a large garden with many toys and resources available to foster their strength, stamina and coordination. They frequently have trips to the local parks and woods where they can run around.

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

The provision is good.

Children are happy and confident as they play in a secure environment where their safety is given high priority. Regular risk assessments are conducted on the premises, toys and equipment in order to identify and eliminate possible hazards. There are currently large prickly bushes such as blackberries and roses in the garden. These are overhanging some of the paths and grassed areas and, as a result, children are at risk of injuring or hurting themselves. Children independently access a good range of safe and suitable toys and resources. They learn about road safety whilst on outings and when walking to and from school. They practise, under supervision, judging when it is safe to cross the road and making the decision for them all. Smoke alarms are in place and the fire evacuation plan is known by the children as the childminder alerts them to calls of 'fire! fire!'. As a result, prompt action will be taken in the event of a fire. The children are kept safe on outings because the childminder carries out risk assessments of the places to be visited and ensures the car is well maintained and has a valid MoT certificate.

Children are further protected as the childminder has an excellent understanding of child protection issues having very recently attended a course on safeguarding children. She recognises possible signs and symptoms of abuse and knows who to contact with any concerns. Entry to the property is only possible by way of the locked front door and children are protected from contact with unknown persons or visitors to the house because they are never left unsupervised.

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

The provision is good.

Children are settled and happy in the warm and welcoming home environment. They interact confidently with the childminder who has built a close and caring relationship with the children. The childminder provides a good balance of child-initiated and adult-led activities, helping to foster the children's all round development. She listens to them and talks to them as individuals, acknowledging their differences. They are nurtured and their individual needs taken into account when activities are planned.

Children make choices from the wide range of toys and resources readily accessible to them and play well with each other. They are encouraged to join in group activities but at an age appropriate level for each child such as doing puzzles that are suitable for the individual's level of development. There are no formal plans or records of development for children but the childminder has a strong awareness of how to progress each child. Younger children's physical development is promoted by encouraging walking and movement around the room as well as being taken to outdoor areas or group activities with other children. The younger ones benefit from watching and wanting to copy, older children at play. Older children's personal and emotional skills develop as a result of taking into account the needs and demands of younger children. Children of all ages and abilities play together well and are learning to share with others.

Creative play is encouraged through having access to drawing and writing materials. Children have dressing up clothes to promote imaginative play and have opportunities to develop vocabulary as games such as puzzles are extended through questioning about the pictures and where pieces may fit it. Stories and books are used to help children understand about the world they live in as well as to extend their vocabulary and imagination.

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

The provision is good.

Children of all ages, backgrounds and ability are treated with respect and valued as individuals. This ethos is underpinned by the equal opportunities, special educational needs and behaviour policies that are made available to all parents. Children learn about difference and similarities when playing with resources such as books, puzzles and dolls that present them with positive images of different cultures and faiths. Together they celebrate festivals such as Diwali, Easter and Chinese New Year and discuss Muslim and Christian religious observances. The childminder has a good understanding and working knowledge of disabilities and special educational needs and promotes understanding of the difficulties and needs of other people, in children.

Children are well behaved, polite and considerate towards one another. They learn to share. The childminder manages the children's behaviour well and uses positive praise to promote good behaviour.

The childminder has good relationships with the parents of the children she minds. Comments from parents describing their views include words such as 'supportive' and 'kindness'. Parents receive appropriate daily feedback and the childminder requests from them, details that inform her practice such as special dietary requirements, allergies and medical conditions. This enables adults to work together to meet the needs of the children.

## Organisation

The organisation is good.

The organisation of the home and the childminders good knowledge and understanding of the requirements of the national standards, give children the opportunity to play happily and safely. There are good systems in place to ensure that all adults in the household are vetted and children are never left with unregistered persons. The childminder stores documentation securely to maintain a high level of confidentiality. Registers, certificates, policies and official papers are neatly filed and well organised. She demonstrates a positive attitude to gaining new skills and has recently gained NVQ at Level 3. This ensures that children benefit from her knowledge and understanding of current childminding and childcare practice. Overall, the needs of the range of children for whom she provides are met.

## Improvements since the last inspection

At the last inspection the childminder was asked to obtain consent from parents to seek medical advice, to provide parents with information about how to make a complaint to Ofsted, to fit smoke alarms at all levels of the house and to develop her knowledge about equal opportunities and special educational needs. The childminder has updated her policies and undertaken appropriate training to give her a good understanding of current practice regarding learning difficulties and disabilities and equal opportunities. There are smoke alarms on each floor of the house.

## Complaints since the last inspection

Since 1 April 2004 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):

- carry out regular risk assessment of garden to ensure children's safety and good health

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)