

Inspection report for early years provision

Unique Reference Number	137896
Inspection date	16 January 2008
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 1982. She lives alone. She lives in a four bed roomed, semi-detached house in West Wimbledon close to transport links, local shops, parks and schools. The whole of the ground floor is used for childminding. This includes a sitting room, a dining room/play room and a kitchen. Children are supervised when using the bathroom and toilet facilities on the first floor. There is a fully enclosed garden available for outside play.

The family have no pets.

The childminder is registered to care for six children at any one time. She is currently caring for a child aged three years who attends nursery in the afternoons five days a week, a child aged two for three days a week and a child aged 15 months for three days 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 is friendly and welcoming. They experience good physical and emotional care with plenty of affection, reassurance and attention. Children's needs are met consistently with plenty of positive interaction and close contact with the childminder. They enjoy lots of hugs and cuddles and are happy, content and settled which contributes to their sense of belonging. Children benefit from a structured but flexible routine and sleep according to their needs.

Older children's meals and snacks are provided by the childminder who is vegetarian. She does not cook meat but is happy to give it if parents provide it for younger children. Food supplied is home made, nutritious and balanced and meets children's dietary needs. Parents supply younger children's food and made up bottles. Water is available at all times. Children and the childminder sit together at mealtimes and social and eating skills are encouraged. Children eat vegetable chapatis and yoghurt for lunch with enthusiasm. A sample menu is available and children's healthy eating is promoted by the childminder in conjunction with parents through discussion, role play and example.

Children's health is well protected by the childminder's knowledge of health and safety, general good hygiene practice and first aid. They learn the importance of personal care and independence through discussion and daily routines and are supervised when using the bathroom. Children wash their hands regularly, before eating, after using the toilet and outdoor play and have individual towels. They learn to use tissues to blow their noses. Children's toilet training is supported by the childminder together with parents and appropriate nappy changing procedures are in place.

Children benefit from physical activity and exercise to help them develop control of their bodies. The garden is used regularly for outdoor play in better weather. It has fixed outside play equipment and toys, such as swings, a climbing frame, a trampoline, a slide, sit and rides, bikes, a play house and sand and water play. Children also walk to the nursery and have trips to local groups, music sessions and parks. They benefit from fresh air and opportunities to walk, run, jump and climb with the childminder's support and encouragement to develop physical skills. Children also enjoy dancing and singing indoors and enthusiastically participate in a jumping action rhyme.

Children's individual needs are met and information is shared with parents by the childminder maintaining records regarding accidents, incidents and medication. A list of written parental consents is kept for each individual child, plus written policies regarding sick children and health and hygiene are available to parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a child friendly home. They are safe and secure in this environment and can move freely around the ground floor. They can access toys and activities provided by the childminder easily. The childminder has taken suitable measures to reduce potential hazards. She understands the value of good risk assessment and has done this in writing. For example, children have no access to the bedrooms on the first and second floor and radiators are

monitored to a low, constant heat with the use of a central thermostat. A written emergency evacuation procedure is in place. This is practised with the children once a month and recorded. Children are well supervised and are made aware of the importance of using toys and play equipment safely through discussion and explanation with the childminder. Children are encouraged to build their confidence and extend their skills through play, for example, climbing and counting the steps to use the slide and go down the chute safely with the childminder's support.

Children are given clear boundaries and the childminder ensures they are safe on outings. Appropriate systems are in place, written parental consent is obtained and the childminder ensures she has children's details and a mobile. Children are closely supervised and correct car seats and safety restraints are used. On foot, children hold hands or onto the buggy and they are allowed to walk and run in suitable areas. The childminder asks children to wait by the kerb and stop, look and listen to encourage their awareness of road safety.

Children have access to a selection of suitable childcare equipment. There is a good varied range of toys, books and play materials that are stored and presented appropriately. Children can choose activities for themselves. Play provision includes craft materials, puzzles, imaginary and role play, books, construction, musical instruments and inter-active toys for the whole age range. The childminder rotates supplies on a regular basis and monitors and ensures these are suitable for children's ages and stages of development.

Children's welfare is paramount. They are safe and protected as the childminder has a good understanding of child protection issues and procedures. She is undertaking current training. However, there are no updated local child protection guidelines available for reference and contact numbers.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy being with the childminder and interact warmly and affectionately with plenty of hugs. They are settled and happy and relate well to adults. Although initially shy, they soon chat away animatedly, freely expressing their feelings with plenty of chuckles and smiles. Children take pleasure in having their hair done especially for nursery and proudly show off their school bags.

Children experience a flexible childminding routine that includes the nursery run, play activities, outings, meals, naps and quiet times. They have regular trips out to parks, the childminders' drop-in group and music sessions. Children benefit from this with opportunities for new experiences, to socialise with others and to promote their speech and social skills. They use large equipment with more space to develop their physical abilities and explore the natural world. Children go to the local library to take part in story time and learn to sit, listen and concentrate.

Children play with suitable and age appropriate toys and are interested and involved. They make choices and confidently select toys from the supplies available. Children engage with eye and hand co-ordination activities and investigate programmable toys, such as the money till and phone. They persist with a roller ball run, placing balls to go down the chute and using the knob to adjust the angle. When successful, they smile delightedly when praised for their efforts. Children like sensory and tactile stimulation, exploring interactive musical toys with a variety of lights and sounds. They concentrate and persevere with puzzles, ensuring the pieces fit

together and experiment with construction parts. Children are absorbed in imaginary and role play using descriptive language, actions and gestures. They examine the items in the doctors' kit and play with the dolls and buggies. They select various animals, identify them by name and demonstrate what noises they make. They look at electronic books and enjoy recognising and matching pictures to sounds.

Children participate in a variety of play activities on a weekly basis that contribute to their enjoyment and learning both at home and at groups. This includes creative activities such as painting, sticking, dough, mark making, books and stories, outdoor play, construction, puzzles, imaginary and role play, music, singing, action rhymes, dancing and baking cakes. Children interact frequently with the childminder who encourages them to talk and express themselves and share their thoughts and ideas. Children are introduced to new words, numbers, letters, sounds, shapes and sounds using a variety of ways. They correctly identify shapes and colours from charts and posters on the wall.

Children receive support to develop their independence, confidence and ability to make choices. Their pre-school skills are promoted by the childminder, for example, by extending play activities and putting on and taking off their own clothes and shoes. Children experience a warm, consistent standard of care that is tailored to meet their individual needs and encourage their progress. The childminder is aware of the Birth to three matters framework and intends to attend training to promote young children's learning.

Helping children make a positive contribution

The provision is good.

Children benefit from flexible settling in arrangements that are adapted to suit their routines and specific families' requirements with planned introductory sessions. The childminder discusses with parents about their individual needs, food preferences, special words, comforters and favourite activities. Parents receive a new placement pack that includes written policies and procedures. The childminder is experienced and gets to know children well. She talks regularly with parents regarding their care 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. The childminder maintains contact with many previously minded children and their own children.

Children are set clear limits of acceptable and unacceptable behaviour, plus expectations in the form of basic house rules. For example, sharing, taking turns, good manners, playing co-operatively and being nice to one another. Children are kept well occupied and behave well, responding to the childminder's requests and guidance. They benefit from the childminder's appropriate and consistent behaviour management strategies, such as talking, explaining, anticipation and distraction. Praise, positive language and occasional treats are used to promote desired behaviour.

Children are treated as individuals and with equal concern. They are encouraged to respect and value others and the environment. The childminder speaks five languages. Children with English as an additional language are given extra support and encouragement, for example, use of body language, actions and repetitions, plus the childminder learns a few key words in their own language. Children have access to resources that promote a positive view of the wider community and increase their understanding of diversity within the home. They also benefit from regular visits to local groups where they experience different festival celebrations and have opportunities to hear a range of music and taste different food from around the world.

This is followed up at home. The childminder displays positive attitudes towards children with learning difficulties and/or disabilities.

Organisation

The organisation is good.

Children's needs are supported so they can enjoy and achieve in a well organised home with good resources. They benefit from a flexible childminding routine that caters for children's individual ages, interests and abilities. Space and resources are utilised to support children's development and progress and this encourages their confidence and independence. Children experience a range of varied activities and have access to good, age appropriate play provision and equipment. They benefit from flexible and supportive relationships between the childminder and their parents. There is a regular exchange of verbal information and a daily diary is completed for under twos with details of children's food and drink intake, sleep patterns, nappy changing, activities, outings and general well being.

The childminder keeps the required records that contribute to children's health, safety and well being, but some systems lack details. The attendance register is not always completed accurately with all the necessary details on a daily basis. The childminder is aware of the complaints process, however, there is no complaints record system in place. The childminder shares information regularly with parents to keep them well informed about the care that is provided. She displays positive attitudes towards future training 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 improved her record keeping. She has obtained written permission from parents for seeking emergency medical advice or treatment and written consent from parents for outings and transporting children in a vehicle. She also requests emergency contact numbers from parents. However, consent for seeking emergency medical advice or treatment is currently outstanding for one minded child and an emergency contact number has not been obtained for another. This is being addressed immediately.

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

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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 that suitable systems are in place for recording complaints, in line with regulatory requirements and that the attendance register is completed accurately with all arrival and departure times on a daily basis
- obtain an updated copy of the local child protection information guidelines and contact numbers

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