

Inspection report for early years provision

Unique Reference Number	147106
Inspection date	17 January 2008
Inspector	Naomi Bold
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 was registered in 1994. She lives with her husband and three children aged 21, 19 and 12. The family live in Barnet, close to local amenities including schools, a playgroup, local shops and bus routes. Children have use of a dedicated playroom and the kitchen diner. There is a room available so that they can sleep downstairs, the childminder does not provide overnight care. There is a fully enclosed back garden for outdoor play. The family have a rabbit. The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as the childminder has a good understanding of the components of a nutritious diet. Children are offered a range of healthy, home cooked food, including toast with a range of toppings for breakfast and pasta dishes or lentil casserole for lunch. Snacks include raisins, fruit and yogurts. The childminder uses story books as a discussion point about healthy foods, discussing who likes carrots and bananas. Children join in enthusiastically with the discussion and are visibly interested in different types of food. This is further evident when

they act out baking a cake, adding the imaginary ingredients in order. They place the cake in the play oven "so that it is cooked properly." This interest in food and cooking underpins their ability to learn about a healthy diet.

Children are learning about feeling unwell as they discuss a child who had a cold, using words including 'poorly' and discuss the child's runny nose. Children also discuss that they are feeling well. The childminder has clear procedures in place to protect children from cross contamination, including a well written 'sick child' policy with appropriate exclusion criteria.

Children have plenty of opportunities for outdoor play as the childminder has a secure garden with a range of toys to support their physical development. They also go on outings to local parks and shops, which gives them varied outdoor exercise and helps to interest them in their surroundings.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are protected as they are cared for by a childminder who has a clear understanding of how to keep them safe. The minding rooms are hazard free and the home is welcoming to all parents and children. The childminder has written a sensible evacuation plan that she has practised with children and has a good working range of fire safety equipment to protect children in the case of a fire. The garden area is secure and can only be accessed from the house. The childminder supervises children at all times when in the kitchen and garden areas, to ensure that they are consistently kept safe.

The childminder regularly checks all equipment used by the children to ensure that it is safe and suitable for their use. The wide range of equipment is all in a good state of repair and is stored so that children can access it freely and safely whenever they wish to. Children are learning to keep themselves safe as the childminder gives them workable boundaries. As a result, children are able to move safely and confidently around the minding rooms and take personal responsibility for their own safety.

Children's welfare is safeguarded as they are cared for by a childminder who has a clear understanding of signs and symptoms of abuse and neglect. She demonstrates a good understanding of her responsibility to record concerns and to report them to the appropriate bodies. As a result children are protected while they are in her care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy in the setting. They enjoy their time as they have access to a good range of resources that meet their developmental needs. Children enjoy playing with the well-stocked home corner and the childminder joins in their games enthusiastically. Children show confidence in their play as they bake imaginary cakes, adding the correct ingredients and baking in the play oven. Children are busy during free play time and cooperate well with each other. The childminder helps children to explore and extend their games, using pertinent questions to help them understand different concepts and to use resources for a number of uses. For example, children use the cooking utensils to make noises, jumping and singing to the rhythms they are making. The childminder then includes younger children in the music making as they play with noisy shakers and bottles filled with pasta. The childminder encourages children to explore a range of textures and materials and they enjoy using a number of different materials to create

sticking pictures. The childminder has made a number of detailed observations of minded children according to the birth to three matters framework. These demonstrate that the childminder knows the children that she cares for well and has a clear knowledge of the next steps that they need to take to improve. This contributes to the good progress that children are making in relation to their starting points.

Helping children make a positive contribution

The provision is good.

Children are learning to share as the childminder encourages them to be fair with their toys. Children discuss the division of resources, a child picks up two whisks and identifies that one is for themselves and the other is for another child. Children are developing close relationships with one another as the childminder is a good role model and treats children in the setting with respect and affection. Children are able to learn about our wider world as they have access to resources and activities that show positive images of individuals of different cultures and religions and abilities.

The childminder has effective procedures in place to deal with negative behaviour. The childminder uses a good range of reassuring techniques that are age appropriate. Any small disagreements are dealt with calmly and effectively which ensures that children learn to manage their own behaviour. The childminder has a good understanding of caring for children with Special Educational Needs. She is happy to work with outside agencies and seek advice from professionals if required to meet the needs of children she may care for.

The childminder takes a number of steps to ensure that she fosters valuable relationships with parents. She has attended several training courses including 'Working With Parents' and 'Working With Teenage Parents' to equip her with skills to work effectively with a range of families. Her policies are written in a clear format and are shared with all new parents to ensure that they understand steps she would take in an emergency and the day to day care their children receive. The childminder uses daily diaries to communicate care information to parents and carers and this regular exchange provides children with a secure and rounded programme of care. The childminder's open door policy helps parents to feel they can approach the childminder to discuss any issues or concerns, ensuring that she has all the information she needs to continuously meet children's changing needs.

Organisation

The organisation is good.

Children are cared for by a well trained and experienced childminder who is well equipped to meet their needs. The childminder has attended several training courses and demonstrates a clear understanding of her responsibilities to meet the requirements of her registration. Children benefit from her wide experience as she has a good understanding of the developmental needs of children of a range of needs and ages. The childminder has ensured that her first aid certificate is consistently up to date which protects children who attend. The childminder has undertaken training in Birth to three matters and a course on 'Observation, Assessment and Planning', which support her ability to measure and evaluate children's progress. This underpins the good progress that children make in the setting in relation to their starting points when they join the setting. The childminder is a member of the NCMA and uses their support to update her knowledge of current best practice guidelines. However, in some policies the contact details for the regulator are not consistently up to date, which could confuse parents and limit their

ability to contact Ofsted in the case of a complaint or emergency. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection a recommendation was raised regarding the provision of a suitable range of toys and activities to meet the needs of all children under the age of eight in the setting. The childminder has provided a wide range of suitable resources that meet the needs of all children in the setting. This contributes to the continuing achievement and safety of all children cared for by the childminder.

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):

- ensure that policies consistently include the correct contact details of the regulator
- update the registers so that children's actual times of arrival and departure are recorded in addition to their usual 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