

Inspection report for early years provision

---

|                                |                  |
|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 124848           |
| <b>Inspection date</b>         | 19 February 2008 |
| <b>Inspector</b>               | Pamela Bailey    |
| <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 2000. She lives with her husband and their three teenagers and one child aged nine years old in the London Borough of Croydon. The whole of the childminder's house, excluding the bedrooms, is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child under five years all day and seven children over five years before and after school, all of whom attend on a part time basis. The childminder walks to local schools to take and collect children and takes children to the local parks.

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

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children have plenty of opportunities to participate in a worthwhile range of activities that contribute to a healthy lifestyle. They use a range of equipment including swings, climbing frames and wheeled toys that help to develop their balance and coordination. Children take part in organised sports activities such as the 'mini Olympics'. Babies can practise their walking skills, manoeuvre sit and ride toys and dance in a child friendly environment. This helps them to develop their physical skills and gain increasing control of their body.

Children receive nutritious snacks such as fresh fruits. This helps them to develop healthy eating practices from an early age. Older children can help themselves to a drink whenever they need one and babies receive regular drinks to ensure that they do not become thirsty. The childminder follows babies individual routines for eating and sleeping. This contributes to their physical wellbeing.

Children are cared for in a warm, clean home. There are effective procedures in place to prevent the spread of infection in most areas. For example, children who are infectious do not attend thus preventing the spread of contagious ailments. The childminder ensures that she washes her hands before handling foods and reminds children to wash their hands at lunch time.

The childminder ensures that she maintains a current first aid certificate and that the first aid box is sufficiently stocked. All the required documentation is accurately maintained such as the accident and medication records. Parents are kept informed of the sick child policy and give prior written consent for the childminder to seek emergency advice or treatment. This ensures that the childminder can give appropriate care if there is an accident or act in the child's best interest in an emergency.

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

The provision is good.

Children are cared for in a well maintained environment. They are able to move around freely and safely and independently access available toys and resources which are of good quality and suitable for the ages of the children attending.

Children are developing a good awareness of safety inside the home. Sensitive reminders, such as requests to pick up small items from the floor when babies are present and regularly practising the emergency evacuation procedures, increase children's awareness of everyday safety and caring for others. The childminder has taken positive steps to reduce most risks and hazards to children. For example, the garden is safe and safety gates prevent children from having unsupervised access to the stairs and kitchen. However, although the front door is locked, the key is left in the door and is within older children's reach, which is a potential risk to their safety. .

Children's welfare is well promoted and safeguarded. The childminder has a sound knowledge and understanding of child protection issues. She is aware of the different signs and symptoms of abuse and knows what action to take if she is concerned about a child in her care or if an allegation is made against the childminder or a member of her household. The childminder has all the required documentation in place and has devised a written policy of the procedures to be followed in the event of a child being lost.

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

The provision is good.

Babies are beginning to develop their own preference and make choices for themselves. Older children are actively involved in their learning, work well independently and show high levels of concentration. Children relate well to each other and confidently approach the childminder for support, indicating good trusting relationships are built. Babies and young children's communication skills are developing well. They have a healthy interest in books and readily select books to share with the childminder. They enjoy singing songs and express their imagined experiences in role play situations. The childminder acknowledges babies means of communication and repeats responses to encourage language development. Older children discuss activities with the childminder, such as making Easter cards. They enjoy practising their writing skills inside greeting cards and labelling the envelopes.

Children have opportunities to learn about the world they live in. Outings to the park when it is snowing and activities, such as preparing the garden plot and planting flower seeds, encourages children to explore the natural environment and care for living things. Children enjoy a range of activities that which contribute to their creativity. For example, they use recycled materials to make models and different types of fabrics and felt pens to design cards.

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

The provision is good.

Babies and young children gain much from being together. They develop good relationships and enjoy each others' company. Children are valued as individuals and the childminder encourages all children to join in the activities provided. She has a positive attitude to inclusion and there are good systems in place to support children with learning difficulties and/or disabilities. Close liaison with parents and other professionals ensures children's needs are met and all children have the opportunity to maximise their enjoyment and potential.

Children take part in activities and outings that help them to learn about themselves, each other and the wider world. They acknowledge different celebrations and visit places of interest such as the farm and the zoo. They have access to a range of resources that reflect positive images of different culture and gender. However, none reflect disability.

Children are very well behaved and babies are developing an understanding of right and wrong from a very early age. The childminder manages behaviour through distraction and simple explanations according to the children's age and understanding. Her calm and gentle approach encourages young children to respond effectively to any guidance and praise.

Partnership with parents is good. There are both formal and informal systems in place for the childminder and the parents to share information. Parents provide appropriate and relevant information about the children's individual needs and the childminder ensures that parents are informed of her written policies and procedures. For example, parents are provided with sufficient information about the complaints policy. A good two way flow of information ensures continuity of care for the children.

## **Organisation**

The organisation is good.

Children benefit from a well organised environment. The childminder shows a clear understanding in her role in supporting the children in their play and helping them to feel secure. This gives children the confidence to initiate and extend their own play and learning.

The childminder regularly attends training such as Caring for school age children and the Birth to three matters framework. She has also completed the NVQ level three in Children's care, learning and development. This ensures she has sufficient knowledge of current childcare practices to support the children's learning and development.

All documentation is very well maintained. Written policies and procedures are used effectively to promote the welfare, care and learning of children in most areas. These are regularly shared with parents to keep them well informed about the service and their child's activities.

Overall, 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 agreed to improve documentation. The childminder has made significant improvement. She has devised a written complaints procedure which is discussed with parents. This improves partnership with parents.

## **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):

- assess the risks to the children in relation to the front door and take action to minimise these
- provide a range of resources that reflect positive images of disability

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)