

Inspection report for early years provision

---

<b>Unique Reference Number</b>	128328
<b>Inspection date</b>	11 February 2008
<b>Inspector</b>	Fiona Sapler
<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 five and 15 years in Wanstead in the London borough of Redbridge. The whole ground floor of the childminder's house and two upstairs toilets are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding two children under five all day, and two children over five before and after school. The childminder also cares for children over eight years.

The childminder walks to local schools to take and collect children and attends the local carer/toddler and childminding group. She supports children with learning difficulties and/or disabilities and is a member of an approved childminding network

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are helped to stay healthy and well because the childminder prioritises their health needs by providing a nutritious and balanced diet, regular opportunities to exercise and a good level of care if children are unwell. Even the youngest children are learning ways they can support their own good health because the childminder establishes routines, such as hand washing, from a young age and ensures she clearly explains why this is necessary. A very wide range of written policies and procedures inform the childminder's daily practices. These are shared with parents who are, for instance, fully aware of the sickness policy that is successfully implemented to prevent the risk of cross infection. Children are protected in the event of an emergency or serious accident because parents provide permission for medical treatment and the childminder maintains up to date first aid training. The children's welfare is further supported through the maintenance of well documented medication and accident records. These are confidential and meet all the requirements of regulations.

Children are encouraged to eat healthily. The childminder emphasises 'five-a-day' and has a chart displayed as a reminder. Home cooked meals are balanced and have regard for children's dietary needs and any allergies. The childminder works closely with parents to ensure she understands any cultural requirements and plans meals accordingly. Any concerns about the children's eating is monitored and discussed with parents for consistency. Children are offered fruit as snacks and are helped to develop their understanding about what foods are good for them through discussion and encouragement.

Children play outside as often as possible to gain from the benefits of fresh air and exercise. They learn about the different ways their bodies work and develop their physical skills, when they negotiate rope bridges and tyre swings in the park, and also access the garden to run around, play on slides and bikes or devise an obstacle course. In addition, activities within the home, for example when they play with a limbo game, allows older children to be active indoors.

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

The provision is good.

Children develop a real sense of belonging as they are able to hang their coats on child height hooks on arrival and their own art work is displayed on the walls of the designated playroom. Posters and comfortable furniture contribute to the welcoming and child friendly environment. Good quality toys and resources are arranged attractively in labelled, accessible storage so children can make choices about what they wish to play with. A cosy book area is available for children to snuggle up with a book if they choose to. The range of available resources are stimulating and suitable to meet the developmental needs of all the children. Equipment, such as a booster seat, allow children to sit and eat in comfort and safety.

Children are protected from potential hazards, both inside and outside the home, because the childminder provides a good level of supervision and has thoroughly risk assessed the setting. She has taken steps to minimise risks to the children. For example, she has moved dangerous items out of the children's reach, has fitted a stair gate and keeps the front and back doors locked, while ensuring keys are quickly accessed if necessary. Only known adults are authorised to collect the children and regular checks are made on sleeping babies. The childminder ensures children are aware of road safety and practises the fire drill to make sure they are familiar with

ways to leave the home in an emergency. The childminder uses gentle reminders to reinforce ways that the children can keep themselves, and other children, safe. This includes ensuring that the older children keep small items away from babies and toddlers to prevent the possibility of choking. They also know they must inform the childminder if any toys are damaged or broken. Policies relating to lost and uncollected children are in place to further protect the children's welfare.

Children are safeguarded as the childminder is confident of the procedures to follow if she has child protection concerns and ensures she has up to date flow chart of actions to take alongside relevant contact numbers. She is able to demonstrate a good understanding of the possible signs and symptoms of abuse or neglect. The childminder records existing injuries to further promote the children's wellbeing.

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

The provision is outstanding.

Children are nurtured and are developing wonderful confidence and self esteem as they are extremely comfortable in the childminder's home. Babies' emotional needs are met exceptionally well as they are able to follow their own routines for sleeping and eating, indicating that their individual needs are recognised and successfully met. They enjoy lots of cuddles and happily approach the childminder for security and reassurance. They contentedly negotiate their surroundings, confident to explore and independently select from the available resources. Young children are beginning to develop their vocabulary. The childminder talks very expressively to them and encourages a love of the written word when sharing books and stories and has a range of exciting and interesting books easily accessible to even the youngest children.

The childminder is committed to providing an extremely stimulating environment for all the children. She plans themed activities to extend the children's learning. These include trips to related places of interests, such as the farm when learning about animals. The children learn about bugs through first hand experiences when they are fascinated by a bug hunt in the garden. Examples of their art work of giant bugs demonstrates the progression through the themes, consolidating the children's understanding and enjoyment. Children are encouraged to be creative and use their imaginations when they are involved in making robots out of recycled materials, create their own pizzas and play enthusiastically with musical instruments. They are resourceful when they build dens and bridges out of cushions and blankets, thoughtfully provided by the childminder.

Older children are introduced to the letter of the week and enjoy adding their own suggestions to the list of words that start with the chosen letter. They are provided with a balanced day after school because they are able to rest and relax if they wish, play a board game, are supported to do their homework or take part in the one of the exciting planned activities.

The childminder expertly observes the children and use these observations to assess the children's stages of development and to plan activities to help each child progress to maximise their learning potential. She also takes into consideration their own ideas and individual needs, ensuring that she is flexible enough to fully involve the older children in contributing their own ideas for planned activities. Even young babies influence her planning when, for example she uses everyday household equipment such as pots and pans to create greater investigative opportunities for a young baby who enjoys emptying cupboards and playing with shoes.

Children regularly attend local groups with the childminder where they can mix with other children and practise their social skills, enhancing their day in the childminder's care.

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

The provision is good.

Children are developing their understanding of different cultures and backgrounds because the childminder organises some very interesting activities that help the children think about people's differences and similarities. These include making rat masks and mandarin hats for Chinese New Year, cooking heart cookies for Valentines Day and creating sticking pictures of stars and crescents for Eid. Carefully selected resources help children appreciate diversity in the wider world. These consist of puzzles that depict positive images of racially diverse children and adults, people with disabilities and non gender bias. Dolls that represent different cultures, dressing up clothes, as well as a broad range of books about, for instance, various places of worship and a world atlas, reinforce this appreciation. The childminder ensures that children gain positively from their experiences within the local community to further contribute to their understanding of equality and respect for all. The childminder learns basic words in children's home languages to help them to feel comfortable and included.

Children with learning difficulties and/or disabilities are valued within the setting. The childminder uses her observations to identify any concerns about the children's development and liaises closely with parents to address these concerns. She demonstrates effective ways of helping all children to progress to their full potential, by implementing programmes, working with parents and other professionals and adopting strategies, such as learning makaton, to meet children's individual needs.

Even the youngest children understand the appropriate boundaries within the home, meaning they are beginning to differentiate between right and wrong. Older children are helped to negotiate their disagreements and are encouraged to share and care for each other. They are helped to think about their behaviour assisting them to begin to manage their own feelings. The childminder helps children feel special by providing lot of praise and encouragement to recognise wanted and acceptable behaviour.

The childminder works in good partnership with parents to provide continuity of care. This is demonstrated by lots of lovely references and cards from children and parents showing how pleased they are with the provision and the childminder's commitment and enthusiasm. She gathers a range of consents, including consents for photographs, observations and permission for their child to sleep in a buggy. This ensures parent's wishes are clearly known relating to the care of their children. A comprehensive range of well written policies and procedures outline the childminder's practices and expectations. These are shared very effectively with parents so that both parties are equally involved in the provision. Registration forms include all required details to enable the childminder to meet each child's individual care needs. However, the childminder does not formally share information about the care routines of under two's to fully promote consistency for younger children. Parents know how to make a complaint as the procedure is shared with them. The childminder is fully aware of the complaint regulation ensuring concerns would be appropriately dealt with.

## **Organisation**

The organisation is good.

Children are very secure and settled because the childminder is committed to ensuring each child's care, learning and development is prioritised. She gets to know the children well so that they enjoy their time in her home and feel safe and comfortable. She has built very positive relationships with the children and their families to contribute to this feeling of belonging and largely shares sufficient information to successfully promote consistency. The day is organised to meet the differing needs of all the children. The childminder has a very good knowledge of the National Standards, the accompanying guidance and regulations, to underpin the service she provides. She has chosen to undertake a range of training, including her NVQ Level 3, to help her reflect on her provision and to impact favourably on the outcomes for children in her care. Documentation is well maintained to support the children's welfare. Children are protected because the childminder has independently sought updated Criminal Record Checks for all the adults living in the home. 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 was asked to provide written information for parents regarding a childminder's duty of care, what happens if a child is not collected and OFSTED contact information for complaints. The childminder has a very comprehensive range of policies, statements and procedures, including the complaints regulation, that is successfully shared with parents to promote the children's well being.

## **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):

- develop systems to share information relating to the care of children under two

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)