

Inspection report for early years provision

Unique Reference Number 135433
Inspection date 25 February 2008
Inspector Carolyn Mary Hasler

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 1996. She lives with her husband and three children, two of which are adults and the third is 11 years, in Ponders End, an area of the London Borough of Enfield. The whole of the ground floor of the childminder's home is used for minding and there is a fully enclosed garden for outside play. The childminder walks to local schools and takes children to the local library and park. She is registered for four children under eight years but requests a variation on her registration to register for six children. She currently has four children on roll.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are building a good understanding of how to lead healthy lifestyles and have lots of opportunities to access fresh air each day and build muscle strength through play. They are active when playing at the childminders home, moving from one room to another accessing activities on a free flow basis. Opportunities to play outside are frequent, they have access to

a rear garden where they can play with push and ride toys. They walk to and from school each day and visit the park where children can access the play ground.

They are learning that practising personal hygiene is purposeful and keeps them healthy. All the children use the toilet independently, the childminder reminds and supports younger children when washing hands. Good hygiene is included within routines. The childminder ensures she offers them a clean environment to play in.

If children become sick or injured the childminder has a current first aid certificate and acts appropriately ensuring that children remain her first priority. Parents are informed and she ensures emergency medical intervention is accessed should it be required. All regulated documentation is in place and underpins her service.

Children are successfully learning that drinking fresh water and eating a nutritious diet helps them to grow and be healthy. They have access to water throughout their day and this prevents them from becoming dehydrated. They are encouraged to make choices at meal times and are offered a variety of interesting fruits as snacks. On initial contact the childminder ensures that she records children's special dietary needs, likes and dislikes, religious, cultural and lifestyle choices.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into the childminders home because her home is child friendly and she offers them warmth and kindness. They have access to the whole of the ground floor which is double fronted. The lounge is large and well planned to ensure that the childminder can supervise at all times. Furniture has been positioned so that floor space is prioritised and children have maximum space to play in. In addition they have access to a smaller room where they can play and rest. Although flooring is tiled the childminder has provided children with rugs so that they can play comfortably at floor level. Natural light floods into play areas from windows both at the front and the back of the property, windows can be opened to provide children with ventilation in hot weather. Central heating ensures that the environment is at a comfortable temperature and is conducive to playing and learning.

Toys and play resources are varied and well organised in low level cupboards. This ensures that children can self select play opportunities. Toys, nursery equipment and furniture are of good quality, developmentally appropriate and well maintained ensuring that children have opportunities to learn independently within a well organised and safe environment.

Boundaries and timely reminders on how to play safely help children learn consideration for their own and others' safety. They are all successfully learning road safety skills while walking to and from school, when at home they are learning to be careful of each other. They have all practised how to evacuate the premises in the event of an emergency. Although the childminder has fire safety measures in place, a fire evacuation procedure is not available and practices have not been recorded. The childminder effectively risk assesses her premises to ensure that the environment is safe and children have a safe place to play in.

Children benefit from the childminder's commitment to safeguard their welfare and safety. She demonstrates a strong knowledge and understanding of child protection issues, including how to identify, record, report and when it is appropriate to discuss concerns with parents. The

childminder understands how she responds to allegations made against members of her household. Consequently children are safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children display confidence and self assurance. They actively respond to the childminder who is very encouraging. Play is free flowing and children self select from the selection available, they engage with the childminder who inspires enthusiasm and helps them explore and investigate the resources. Relationships between the childminder and children are strong, she offers them a high level of attention and affection which they respond to and this helps them feel special to someone. Pre school children are becoming skilful communicators, they enjoy a selection of resources which inspire language through imaginative play. For example, role play games such as making dinner and taking babies out shopping. Children enter into conversations, listening and responding to the childminder, conversations are sustained for long periods. They are becoming competent learners, they have opportunities to explore their creative sides enjoying a selection of art and craft activities including painting, drawing and colouring. Opportunities to problem solve such as shape sorters, matching games and puzzles help them build concentration and develop early mathematical skills. Children who attend after school have opportunities to complete homework and relax after school, they have a selection of board games which they can engage each other in.

The childminder shares children's progress verbally at the end of each day. Systems to monitor and evaluate their progress are not currently in place.

Helping children make a positive contribution

The provision is satisfactory.

Children are successfully learning about their own and others' cultures, religions and lifestyles. They come from a variety of different back grounds, with a variety of different home languages and customs. The childminder incorporates and values each one within her care arrangements. They have opportunities to extend social skills through the use of community groups such as the library, toddler groups and school. This offers them a wide spectrum of day to day experiences. They are learning about each others' traditions and enjoy joining in with celebrations and customs. A selection of well chosen toys and play resources which reflect positive images help them to explore, investigate and question their thoughts and feelings and help them develop empathy for others recognising differences and similarities.

Children who have additional needs are welcomed into the home of the childminder who supports their care. She works in partnership with parents and other professionals to offer them an inclusive service. She makes all reasonable adjustments to incorporate specific care needs and ensures that all have access to play opportunities which promote and extend their development.

Children are learning how to manage their own behaviour and this impacts on the behaviour of others. They are learning important social skills such as how to play along side others harmoniously, sharing and taking turns with popular pieces of equipment. Feeling valued and having the childminder's attention and approval encourages them to work hard to maintain this. The childminder's strategies encourage good behaviour and are sensitive to their age and ability to understand. Her expectations inspire them to co operate. She helps them to negotiate

with each other and talk about their feelings and thoughts, this helps them to see other points of view and make compromises. As a result children were well behaved.

Children benefit through positive relationships between parents and the childminder who ensures that separation issues are handled sensitively and take account of each child's needs and ability to build secure relationships with the childminder. Through the use of contractual agreements and the collection of regulated information both parties establish roles and responsibilities. The childminder sets time aside each day to talk to parents about their child's progress. However, they lack clear information on how to make a complaint.

Organisation

The organisation is satisfactory.

Children are cared for by the childminder who shows a caring attitude towards them and this helps them feel happy and secure. She has completed a basic course in childcare and maintains her knowledge by attending short courses provided by her local authority. She ensures that each member of her household has been vetted by the Criminal Records Bureau. The organisation of her service ensures they are learning about how to keep healthy and stay safe. They enjoy themselves while at the childminder's house; their achievements are acknowledged and affirmed. They are successfully learning social skills such as how to manage their own behaviour and are finding out about others who are different to themselves which will help them contribute to their own community.

The childminder ensures that her record keeping underpins her service. She demonstrates an appropriate understanding of privacy and confidentiality issues and provides a secure place to store confidential records.

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 develop her knowledge and understanding of a range of appropriate methods by which to manage children's behaviour. This has been met. Consequently children are learning valuable social skills which help them contribute successfully to their community.

She also agreed to ensure that accident records are signed by herself and parents. This has been met. Consequently the childminder is able to identify patterns of accidents and reduce risks.

In addition she agreed to make herself aware of the procedures regarding notification of serious injury, death and infectious notifiable diseases. This has been met. Consequently children's health and welfare has been maintained.

Lastly the childminder agreed to provide a suitable range of toys and activities, in order to meet the developmental needs of children from five to under eight years, to include a range of resources which reflect positive images of culture, gender and disability. This has been met. Consequently children are learning through play and first hand experiences and this helps them make progress.

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):

- record fire evacuation practises and devise a fire evacuation procedure
- develop skills in monitoring and evaluating children's progress
- provide a complaints procedure in line with changes in regulation 2005

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