

Inspection report for early years provision

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<b>Unique Reference Number</b>	153649
<b>Inspection date</b>	01 October 2007
<b>Inspector</b>	Shaheen Belai
<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 satisfactory. 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 two sons, one of adult age and the other 15 years of age. The family live in a residential area of Leytonstone, situated in the London borough of Waltham Forest. The whole of the ground floor is used for childminding purposes and there is an enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children under five years on a part-time basis. The childminder walks to the local schools and playgroups to take and collect children.

The childminder is a member of the National Childminding Association. The childminder has a cat.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children are cared for in a clean and hygienic environment which contributes to their wellbeing. Effective routines and the easy to reach organisation of resources for addressing personal hygiene, allows children to help learn the importance of minimising the spread of germs. For example, children independently wash their hands at appropriate times and are able to explain the implications to their health if they do not follow these procedures. Children's health is further supported as the childminder follows good hygiene practices, such as washing of hands immediately after nappy changing and before handling food.

To protect children's health and minimise the spread of infection, the childminder shares a sick child policy with parents. This informs parents of when children should not attend and procedures that will be followed if a child becomes too unwell to stay in the care of the childminder. The recording of any accidents occurring and medication administered is shared with parents. Written consent is sought from parents prior to administering medication, this allow children to only receive the required medication that has been prescribed. The childminder keeps a record of accidents sustained at home and seeks written consent from parents allowing for her to seek emergency assistance if required. This ensures children are safeguarded. Children's health is further supported as the childminder is trained in current first aid practice.

Children enjoy the nutritious meals and snacks provided to them. They understand that fruit and water is a healthy option and therefore independently access drinking water during the day. The daily meals and snacks take into account the attendance pattern of individual children, their likes and dislikes. The childminder discusses the storage and serving procedures for meals supplied by parents, who do this as a personal choice. The children share food with each other to allow for them to sample each others food and develop new tastes.

The children take part in a range of activities that helps to promote their physical development. They attend local under fives groups and visit local parks on a regular basis to allow for them to participate and use a range of large equipment, have regular fresh air and develop skills in using tools to refine their fine physical skills. At the childminder's home, the children use the small slide, climbing frame, play with balls, build with construction, and use tools to roll and cut.

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

The provision is satisfactory.

Children play in a bright, well maintained and organised environment. The organisation and lay-out allows for children to move freely, confidently and with ease. This is supported with the childminder identifying safety and addressing these, such as glass and kitchen safety. However, risk assessments have not been thorough enough to identify specific areas of safety which have been overseen. For example, the lack of security on the entrance door and limited opportunities for emergency evacuation procedures being practised. This impacts on children's safety.

Children are able to freely make choices from the play resources, as the childminder carefully arranges and selects these for children. Children have access to safe, age appropriate and stimulating activities and equipment is available to address children's safety and comfort. For

example, the childminder provides a travel cot for rest and car seats for transporting children in her car. Children learn to take responsibility to keep themselves safe with gentle reminders from the childminder. For example, children learn how to cross roads safely when going to playgroup daily.

Children are protected in the event of any intentional harm, as the childminder is able to recognise the signs and symptoms of child abuse. The childminder recognises the relevance of keeping factual records and following procedures to report her concerns to the appropriate agencies. She has access to current literature to guide her with reporting concerns. Children's welfare is further protected as the childminder has attended recent training in child protection to raise her awareness. She is aware taking positive action will be in the best interest of the child.

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

The provision is good.

Children receive lots of support and recognition from the childminder. She interacts with the children and supports them in their play. Children have opportunities to play without any interruptions as they become engrossed in small world imaginative play or are supported by the childminder in completing a puzzle. Children develop high levels of independence and self-help skills as they make free choices in their play and address their personal needs. For example, they select appropriate DVD's and operate the DVD player or remove their coats and shoes after returning from outdoors. Children have developed trusting relationships with the childminder and their peers, as they talk about their home life and seek information on other minded children who are absent.

The childminder is familiar with the children's stages of learning and particular interests, which she learns from general observations. She provides learning opportunities to take into account the children's current interests, such as more imaginative play materials or creative and creative activities. Children's learning experiences are further promoted, as they participate in cooking activities. Children are occupied at all times and this is supported with the appropriate level of adult supervision, support and ensuring they are engaged in purposeful play. Children's language development is promoted with the childminder skilfully encouraging discussions and using open ended questions.

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

The provision is satisfactory.

The childminder has a positive approach to inclusion for all children. She works in consultation with parents from the initial introduction meeting to seek all relevant information to ensure continuity of care is provided. This allows children to be treated as individuals and their identities valued. The children have access to a developing range of resources which allow them to learn about positive diversity.

The childminder has a positive attitude towards caring for children with a disability or a learning difficulty. She has recently commenced a course in working with children with learning difficulties and/or disabilities to update her knowledge. This contributes to the care and wellbeing of all children.

Children are well behaved, polite and have good manners. They are supported by the childminder in learning right from wrong with gentle reminders and clear explanations of the implications

of their actions. The childminder uses praise and positive recognition as an effective tool in promoting good esteem and socially acceptable behaviour. She uses appropriate strategies to manage unacceptable behaviour, which are reflective of age and understanding. For example, young children are distracted and older children have time-out under the childminder's supervision.

The childminder works in a professional yet friendly manner with parents. She ensures they receive all the required information about her service and this includes copies of the policies and procedures. All required information is sought from parents from the initial meeting and updated as required to ensure that children's care and welfare can be addressed. Additionally, parents receive the complaints procedure and are made aware of the role of the regulator. Parents are kept informed of the children's progress and wellbeing through daily discussions. A range of consent forms are completed to ensure parents' rights are acknowledged, such as allowing children to have their photographs taken or be transported in the childminder's own vehicle. These procedures contribute to the children's safety.

### **Organisation**

The organisation is satisfactory.

The childminder is clear of her role and responsibility in supporting children in their care, learning and safety. She organises the daily routine which evolves around children's needs, such as sleep times and attendance at under fives groups. The childminder knows the needs of the children well and as a result they are making positive progress.

Children's safety is further enhanced as the childminder has taken appropriate steps to ensure all adults in her household are suitably vetted. The childminder has taken positive steps within the last year to undertake attending a number of childcare related courses. This contributes to the overall learning and care of children.

The childminder has all the regulatory records in place and these are maintained to respect the confidentiality of each child in her care. However, attendance records are not maintained specifically to record each child's actual times of attendance. This impacts on the children's safety. An accessible folder with all policies and procedures is available to reflect on the provision and practice of the childminder's service. 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: address glass safety inside; develop and provide parents with a complaints procedure; and develop a knowledge of child protection issues and procedures.

The childminder has made glass panels safe to prevent any further risks posed. The childminder has devised and provided parents with a copy of the complaints procedure, this also includes the role and contact details of the regulator Ofsted. The childminder has attended a child protection course within the last six months. She is now more confident in recognising abuse and is aware of current procedures to follow in sharing her concerns with appropriate agencies.

### **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 satisfactory. 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 and practise the emergency evacuation procedures with children on a regular basis, which are recorded and reviewed
- address the safety of the security within the premises
- record and maintain the attendance records to be reflective of the actual hours of attendance of each child.

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)