

Inspection report for early years provision

Unique Reference Number	156478
Inspection date	12 February 2008
Inspector	Caren Carpenter
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 1980. She lives with her daughter in a three bedroom maisonette within the London borough of Camden. There is an enclosed outdoor play area.

The whole house is used for childminding with the exception of one bedroom. Children have access to a play room, the living room, kitchen/dining room and a bedroom. The childminder works with her daughter who is her part-time assistant.

The childminder is registered to care for a maximum of six children at any one time and is currently minding seven who attends a variety of sessions.

The childminder has a minibus that she uses for outings and to take and collect children from school. 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 well promoted, as the childminder sustains good levels of hygiene throughout her home. They learn about the importance of washing their hands before meals and after using the toilet. Children are well cared for in an emergency as the childminder holds a current first aid certificate. They are protected from unnecessary illness as they do not attend if they are infectious or unwell.

Children enjoy a range of healthy snacks and meals which are provided to meet their individual dietary requirements such as, chicken, lamb, rice, vegetables and fruits. They are offered regular drinks of water when they are thirsty.

Children enjoy exercise outdoors in the fresh air everyday as they climb, slide and ride bikes in the garden. This promotes a healthy life style.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The childminder's home is welcoming for children. Toys and resources are set out attractively and safely inviting and enticing children to play. Children are able to feel relaxed and at home as space has been organised well to meet their individual needs. For example, they play, explore move indoors and outdoors safely.

Suitable and well-maintained equipment is readily available to meet the children's individual needs such as, travel cot, child size table and chairs, double buggy and nappy changing facilities.

Children make choices in safe and secure surroundings. Potential risks have been identified and minimised to prevent accident, because the childminder has very good understanding of how to keep children safe.

Children are protected from harm because; the childminder has a sound knowledge of the signs and symptoms of child abuse and the correct procedures to follow if she has concerns about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a secure, warm and loving relationship with the childminder, because they are happy, content and secure in her care. For example, she spends plenty of quality time talking and responding extremely well to the children's individual needs.

Children are interested, explore and play purposefully with activities. They are encouraged to choose activities for themselves and are equally supported in their choices and receive recognition for their achievements.

Children have good access to a wide range of toys and play resources to support their needs and development. They are learning well about colours, shapes and simple numbers. Children enjoy looking at books and listening to stories. They are taken to weekly parents and toddler

groups and the library. This improves their social skills and confidence. Children's learning is further extended as they enjoy trips to safari parks, clown town and the zoo.

Children are secure and settled. The childminder liaises very well with parents to ensure that they experience continuity of care. Children are making good progress in all areas of their development as the childminder has a very good understanding of how children learn and develop. The daily routine ensures that children have a familiar and consistent environment, which enhances their feeling of security.

Helping children make a positive contribution

The provision is good.

The childminder has a good understanding of the children's individual needs. This means that children enjoy a flexible routine that allows them good opportunities to play, learn and develop at their own pace. Children are beginning to learn about other people, as the childminder raises their awareness of cultures, differences and varying needs. Children's understanding about the wider world is extended by regular outings to local play groups. However, there are too few resources available to help children build on their positive identity.

The childminder's knowledge and experience of caring for children with learning difficulties and/or disabilities enables them to be cared for appropriately. Children are well behaved as the childminder provides consistent boundaries and offers lots of praise and encouragement when they do something well. They respond well to the childminders clear and simple rules for acceptable behaviour.

Children are well cared for as the childminder has a good working relationship with the parents. She shares daily information with parents about their children's routine, individual needs, interests, developmental progress and experiences. The childminder discusses children's individual needs carefully with parents so that she can settle them and avoids disrupting familiar routines and comforts.

Organisation

The organisation is good.

Children are able to feel relaxed and at home in the well-organised environment. The childminder has a sound knowledge and understanding of caring for young children which means their welfare, care and development needs are met effectively. She is warm and affectionate towards the children who are very happy in her care. Children gain a positive self-image and they learn about the world they live in. However, there are too few resources available to help children to build on their positive identity.

The organisation of space and resources enables children to move around freely as they choose toys, play and relax comfortably. Children benefit from the good routine which enables the childminder to provide a high level of support and to maximise the time she spends playing with the children. They enjoy outings to the park and playgroups where they are able to socialise with other children and widen their play experiences.

Records and documentations are well organised to ensure children are well cared for. This also supports good working relationships with parents. 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 required to ensure that her assistant complete an appropriate first aid course that includes training in first aid for infants and young children. The childminder holds a current first aid certificate. The childminder's assistant has sound knowledge and understanding of administering basic first aid. As a result, children are well cared for in an emergency.

Complaints since the last inspection

Since the last inspection there has 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):

- extend the range of toys and books to help children learn about the wider world.

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