

Inspection report for early years provision

Unique Reference Number	EY281652
Inspection date	05 March 2008
Inspector	Kim Mundy
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 2004. She lives with her teenage son in Queen's Park in the London borough of Westminster. The whole house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding five children under five years of age on different days. The childminder walks to local pre-school groups with the children. The family has no pets.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's well-being is positively promoted. All of the required policies and procedures are in place for sickness, medication and accidents. The childminder holds a current first aid certificate and as a result, children receive suitable treatment in the event of an accident. They are learning good hygiene practices as they are encouraged to wash their hands before eating and after

using the toilet. Each child has their own individual flannel and the childminder wears protective clothing when changing nappies to minimise cross infection.

Parents provide packed lunches for their child and the childminder provides healthy snacks, such as rice cakes and fruit. Meal times are sociable as the childminder sits and chats with the children while offering support to help them feed themselves as required. Children can help themselves to drinking water throughout the day.

Children are developing their physical skills as they climb, slide, balance and ride trikes. They benefit from outings to the park and toddler group where they are able to socialise with other children and widen their play experiences.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, suitably maintained and welcoming home. There is a good range of furniture and equipment to meet their individual needs, for example, travel cot, high chairs and buggies. Children play enthusiastically with a good range of developmentally appropriate toys which are placed at their level. However, the organisation of toys does not encourage children to make independent choices from a wider range of resources. When participating in activities, such as sticking and drawing, children sit comfortably at the child-size table and chairs.

The childminder carries out a daily visual risk assessment of the premises to ensure children are safe, for example, stair gates prevent access to the stairs and kitchen. An emergency evacuation procedure is practised with the children so that they know what to do in the event of a fire, although written records are not kept to monitor the frequency of the drills. When out and about in the community, children are learning about road safety and stranger danger.

Children's welfare is safeguarded as the childminder has a good understanding of child protection issues, she knows how to proceed if she has concerns about children in her care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are developing good language skills as the childminder asks open-ended questions and encourages them to chat. They enjoy quieter times as they listen to stories, such as Brown bear, Brown bear. Children are practising their early writing skills as they draw and paint. They enjoy singing the ABC song at tidy up time.

Children are increasing their problem solving skills as they fit puzzles together, count eggs, build with bricks, and post shapes. They are investigating resources with different textures in the treasure basket and use play dough, sand and water. This helps them to make sense of the world and respond to what they see, hear, feel and touch.

Children are being imaginative as they sit dolls on chairs and wipe their faces before giving them their dinner. They thoroughly enjoy outings and investigate their environment as they kick leaves and observe animals at the park. Children are having fun as they learn through play.

Helping children make a positive contribution

The provision is good.

Children have close relationships with the childminder and they seek comfort and support during their play. They are developing self-esteem as their individual needs are met. There is a suitable range of resources to help children learn about diversity and the world in which they live, such as dolls, books and puzzles. Children enjoy celebrating festivals, such as Chinese New Year when they make lanterns and cards. The childminder has gained knowledge of Makaton sign language and she uses this in her day to day work with children. She is keen to extend her skills by gaining knowledge of the Disability Discrimination Act.

Children are clearly very fond of the childminder and they turn to her for both comfort and play. They enjoy the consistent encouragement and praise they receive from the childminder which encourages them to try new activities in this safe and supportive environment.

Good partnership with parents and carers contributes significantly to the children's well-being. The childminder provides very clear and informative verbal feedback about the children's routines and activities. She develops policies and procedures which are shared with parents to provide this good childminding service. Parents are expected to stay and settle their child gradually until they are happy to be left. As a result, children are happy and their individual needs are met effectively. Positive comments from parents include 'the childminder is thoroughly conscientious and always has the children's interest at heart'.

Organisation

The organisation is good.

The childminder organises her day so she is able to give the children plenty of support, attention and encouragement. She is very warm and affectionate towards the children who are relaxed and happy in her care. The childminder has a good understanding of the requirements of the National Standards and is committed to attending relevant training in order to develop her knowledge and skills, for example, behaviour management, Birth to three matters and partnership with parents.

The childminder has developed comprehensive policies and procedures to support her work in caring for the children. All of the required documentation is in place and it is well organised and maintained. The children settle well and feel safe and secure. They are having a lovely time as their individual care, learning and welfare needs are met. The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

Since the last inspection, the childminder has devised and implemented a fire evacuation procedure and children's hours of attendance are recorded on the register. This improves the safety of the children. Written permission from parents is now obtained to seek emergency medical advice or treatment and as a result, children's well-being is promoted.

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):

- keep a record of the frequency of fire drills
- organise toys and resources to enable children to make choices from a wider range of materials
- gain knowledge and understanding of the Disability Discrimination Act.

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