

Inspection report for early years provision

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<b>Unique Reference Number</b>	102036
<b>Inspection date</b>	30 January 2008
<b>Inspector</b>	Karen Molloy
<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 1999. She lives with her husband, adult child, grandchild and child aged 13 years in a garden flat in Belsize Park, London. Most of the childminder's flat is used for childminding and there is an enclosed area for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding five children under five, all on a part-time basis. The childminder also cares for children over eight years. The childminder works with an assistant. The family has budgerigars, fish and guinea pigs. A large dog is kept separate from the children.

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 are beginning to learn the importance of good hygiene and personal care. They wash their hands after using the toilet and before eating. Children stay healthy as there are suitable

procedures in place to protect them from infection. Nappies are changed regularly and disposed of appropriately, the changing mat is disinfected after use and toys are kept clean and well maintained. Children learn about healthy living; they talk about foods that are good for them and about brushing their teeth. Children who are unwell do not attend the childminder's home and if they become unwell, they are kept comfortable whilst parents are contacted to collect them. The necessary accident and medication records are in place. Children benefit from the childminder's first aid knowledge as it ensures they are appropriately cared for if they are unwell or injured.

Children enjoy physical activity. They have use of a front and back garden and regularly use these outdoor areas, with a varied selection of resources and play equipment. Wheeled toys and a small climbing frame encourage children to develop their balance and coordination. Children go for walks around the heath and visit a nearby city farm, providing opportunities for fresh air and exercise. They take trips to local parks as well as visits further afield. There are plans to develop a vegetable patch where children will be able to dig and help grow their own vegetables. Children participate in regular indoor music and movement sessions, using tapes and instruments to encourage them to be active and have fun. Children rest and sleep according to their needs. Two rooms are used for sleeping, with spare beds or travel cots available, and children have their individual comforters to help them settle. Children who are not feeling well are made comfortable in the lounge, so the childminder can monitor them.

Children are nourished and benefit from healthy choices. Their individual dietary needs are discussed and agreed with parents. Some children bring their own food but generally the childminder provides all the children's meals and snacks. Healthy eating and good manners are promoted with children's different ages and stages of development taken into consideration. Children are introduced to new tastes which they are encouraged to try and the childminder cooks a varied range of balanced meals, with plenty of fresh fruit and vegetables. Children enjoy chicken, fish and stews, with yoghurts, mousse and ice cream as desserts. Snacks provide children with a variety of fruit. They are able to make some choices as to what they have and this is chopped into individual bowls, which they all sit together to enjoy. Children drink lots of water which is accessible throughout the day.

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

The provision is satisfactory.

Children are cared for in a welcoming, safe and secure environment where risks are identified and minimised. This means they are able to move around safely, freely and with some independence. Appropriate safety measures are in place such as safety gates, radiators are made as inaccessible as possible and toys and equipment have the safety kite mark. Suitable fire precautions include smoke alarms and a fire blanket and children have practised a fire drill. Children are beginning to learn to keep themselves safe, for example, older children are taught not to pick the babies up and children are helped to climb the stairs out of the childminder's home.

Children are kept safe outdoors. The gardens are enclosed and sheds are locked. Two adults are always outside with the children, so if anyone needs to go indoors there is always another adult on hand to support them and ensure their safety and well-being. Children are kept safe on outings. They travel in the local 'school bus' that has appropriate car seats for each age group and seat belts for older children. When walking, children travel safely in a buggy with older children holding onto the buggy. The childminder is aware of children's safety and all the required parental consent is in place regarding taking children out.

Children use safe and suitable equipment. They have access to a wide range of good quality toys that meets their needs and encourages their development. Many of the toys are stored at low-level, making them easily accessible, whilst others are stored nearby and rotated to provide further choice. Toys are kept clean and well maintained.

Children are protected by a childminder who has a sound understanding of child protection, understands her role and is able to put appropriate procedures into practice when necessary. She has previously completed training in this area and is aware of the need to record any concerns. However, she does not have the current literature and relevant contact details in place, to ensure children are fully safeguarded.

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

The provision is good.

Children are happy and settled. They have the opportunity to play, rest and enjoy various activities at their own pace. Children are beginning to form positive relationships with the childminder as she responds appropriately and promptly to their requests and needs. In turn, children approach the childminder confidently for guidance or reassurance. As they lift their outstretched arms towards her, the childminder scoops them up for a big cuddle. Children have their individual needs met as the routine is adapted according to the children's needs, with activities organised around their age and stage of development, their mood and interests. Children are well supported by the childminder who talks to them, asks questions to develop their thinking and listens to them effectively.

Children show an interest in what they do and are busy and involved throughout the morning. They have access to a wide variety of toys and resources, many that are easily accessible. Consequently, children make their own choices and also enjoy the enjoy playing with the activities that the childminder suggests or initiates. The childminder is aware of their age and stage of development, so activities and toys are organised accordingly and toys and resources are rotated through the day to provide further choices.

Children take part in a broad range of activities and experiences to support their all round development. The indoors is often taken outside to provide further opportunities for children, enabling them to explore the sand and water and paint or chalk at the easel. They increase their understanding of the wider community as they visit local facilities and take trips further afield to the seaside and wildlife parks. Children learn to care for living things as they plant bulbs and wait patiently for them to grow. They help the childminder to prepare some vegetables for the guinea pigs and take delight at feeding them and watching them in their cage. Children's imagination is fostered; they care for their 'babies' and use the play kitchen to make cups of tea for other children and adults.

Children are supported in their learning through everyday activities. They begin to count as they walk up and down the steps and start to recognise colours whilst looking at flowers or pictures in books. Wooden fruit velcro'd together introduces children to halves and quarters, whilst younger children have fun using the wooden knives to 'cut' them and put them back together again. Children use large threading shapes and laces to develop their fine manipulative skills and complete puzzles with the childminder's support. Their communication skills are promoted as the childminder talks to them, reads stories and listens well.

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

The provision is good.

Children are cared for by a childminder who respects the children and values their differences. All parents and children are greeted warmly on arrival at the childminder's home, making them feel welcome. Their individual needs are met as the childminder knows them well and their age and stage of development is taken into consideration when planning activities or events. She ensures that all children have equal opportunity to thrive and flourish to their individual capabilities. New children are settled in gradually and sensitively. They visit a number of times before they start, becoming more familiar with their surroundings. A welcome morning is organised for new families where parents can visit, talk to the childminder and see the day-to-day routine, thereby ensuring both parties are well-informed. Some information about the children is gathered prior to them starting with the childminder such as likes and dislikes, enabling the childminder to meet their individual needs.

Children develop a sense of belonging and are relaxed and comfortable in their environment. They are confident to approach the childminder for support and cuddle up to her when they are tired or in need of comfort. Children are becoming increasingly independent and are confident in making their own play choices, many of which are easily accessible to them. The childminder is a positive role model and everyone's differences are respected. Children have access to some resources that reflect diversity, although this is an area that could be developed further. Children with learning difficulties and/or disabilities receive appropriate support and the childminder works in partnership with parents to meet their needs.

Children understand responsible behaviour and are beginning to learn the boundaries. Although very young, they play alongside each other very well. There is no evidence of any disruptive behaviour as there is plenty for them to do and they are busy and absorbed for much of the day. The childminder is a positive role model and talks to them about sharing and taking turns. Any unacceptable behaviour is dealt with and if it persists, children may be asked to sit on the step away from the others for a short while. They are encouraged to say sorry if they have hurt someone. Good manners are promoted and children respond with an enthusiastic 'yes please, yummy!' when it is time for their fruit snack. Children develop self-esteem and confidence as they are given lots of praise and encouragement, which they respond to well.

Children are cared for by a childminder who works with parents to meet individual needs. The childminder is very approachable and encourages effective two way communication. Children take their art work home and information about their day is shared informally each day with parents. Feedback from parents is positive and they are very happy with the service they receive, commenting on the childminder's wide childcare knowledge and ability to help children develop. The childminder offers a flexible service and is accommodating to parents' needs and requests. Most of the relevant documentation is in place and the childminder has some knowledge of the required complaints procedure. The childminder has not had any complaints, although she is aware of the regulation to record any complaints or concerns and share this with parents. Therefore, parents are informed of factors that impact on children's well-being.

## **Organisation**

The organisation is good.

Children are cared for by a childminder who has a high regard for children. She has a generally sound knowledge of the National Standards and regulations and a good knowledge of child development. She has previously worked in a nursery school and has been a registered

childminder for a number of years. The childminder previously attended child protection training and holds an appropriate first aid qualification. She has recently attended a briefing on the new Early Years Foundation Stage, due to be implemented in September 2008.

Children are comfortable within their environment. This enables them to make their own play choices, yet still approach the childminder for support or reassurance. The adult-to-child ratio positively supports children's care, learning and play and they receive lots of one-to-one time and attention. The childminder's husband is an assistant and supports the childminder in her work. Children have a good rapport with him and this enables everyone to work well together. Space and resources are organised effectively to meet children's needs. The childminder is vigilant and ensures children are well-supervised indoors and outside. Children can easily access a range of toys independently and the childminder also initiates play opportunities. Children benefit from a balanced range of activities indoors and out of the home, which enables them to be active and participate in quieter activities too.

Most the records, policies and procedures which are required for the efficient and safe management of the provision are in place. The childminder shares information with parents to ensure everyone is clear of the expectations before the childminding arrangement commences. Any changes are made to contracts as and when they arise. Documents are kept safe and secure and the childminder is aware of the need to notify Ofsted of any significant changes or events.

Overall, children's needs are met.

### **Improvements since the last inspection**

At the last inspection the childminder was asked to increase the range of play materials which reflect diversity. The childminder has developed her range of resources generally, with some that reflect positive images. She has a positive attitude and is a good role model, respecting children's individual needs.

### **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 the 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):

- obtain current child protection literature, in line with the Local Safeguarding Children Board.

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)