

Inspection report for early years provision

Unique Reference Number	EY281430
Inspection date	13 March 2008
Inspector	Paula Jane Hayhow / Susan Ennis
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 husband and four children, two of whom are adult and the others are aged nine and six years. The family live in a ground floor flat, in the Bayswater area of West London. There is a fully enclosed garden and two parks available for outdoor play. The local schools and shops are within walking distance.

The childminder is registered to care for a maximum of five children at any one time and is currently minding five children, three of whom are under five years. Two of these children attend on a part-time basis. The other two placements are over five years and attend before and after school. The childminder regularly attends the local toddler group. The family has a cat and fish as pets.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a well-ordered, clean home. The childminder cleans the premises regularly and makes sure that toys are washed and surfaces cleansed with antibacterial sprays

to prevent the spread of infection. Children are learning about the importance of personal hygiene, for example, washing their hands before mealtime, after being to the bathroom or the park. They have their own toothbrushes and towels to prevent cross-contamination and are involved in projects relating to how germs develop and flourish and what can stop them growing. This gives the children the rationale of why it is important to wash hands thoroughly. Children are nourished and their health is promoted due to the childminder's good understanding of healthy eating. The children are offered nutritious meals and snacks which the childminder prepares using a balanced range of fresh ingredients, many organically grown. She actively limits the use of salt, sugar and fat. She displays the daily menu on the notice board for parents to view. She discusses and keeps an accurate record of children's individual dietary requirements so that the particular needs of the children can be met.

Children participate in a wide range of physical activities, contributing to their good health. The childminder ensures that there are daily opportunities for outdoor activities such as walks to the local parks to use the slides, sandpit, scramble nets, climbing apparatus or play co-operative games like football. The children have opportunities to play in the garden on the slide, ride on toys, the trampoline or make home made obstacle courses to balance on or tunnel through. Indoor activities such as drawing, sticking, using cooking implements, puzzles and construction toys promote children's fine manipulative skills. On inclement days children have opportunities to make dens, climb through tunnels or into the tent and dance or move to music. This helps children develop control of their bodies and improve their physical awareness.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and generally safe environment and are therefore able to move around independently and freely. Risks of accidental injury are minimised because the childminder is vigilant and has thought about her work in order to reduce potential hazards. She has developed policies and procedures relating to the children's safety which she can refer to when needed such as the 'safety within the home' policy, missing child procedure and what practices are needed on outings. She checks smoke detectors on a monthly basis and carries out daily house checks before the children arrive to ensure that they cannot access hazardous items. She actively teaches the children the importance of road safety and practises this on their daily walks. The children carry out regular fire drills and the childminder ensures that the older children understand the rudiments of stranger danger and who to ring in an emergency. However, children's safety is affected as they have access to the kettle, hazardous items in the bathroom cabinet, unmarked low-level glass, plastic bags and uncovered sockets.

The children use safe resources and equipment and the childminder makes sure that these are interesting and stimulating for the age and developmental stage of the children attending. Children are able to independently select activities from a wide range of good quality toys and equipment because the childminder has arranged the toys for easy accessibility. The childminder supervises the children's choice of toys and rotates them regularly to add variety and challenge. The children's welfare is further promoted because the childminder has a good understanding of child protection procedures and would know what action to take should she have a concern. She has a child protection policy to refer to and has undertaken training.

Helping children achieve well and enjoy what they do

The provision is good.

Children thoroughly enjoy their time with the childminder. She plans stimulating activities and is skilled and knowledgeable in her work. She uses her knowledge of child development and information gained from child care training courses to provide good quality care and promote children's learning and development in all areas. The childminder demonstrates her genuine enjoyment of being with the children and they relate well to her, for example, coming to show her their game or cuddling up to listen to a story. The children are encouraged in building good friendships and relationships with other children through regular visits to the childminder toddler groups or visits to the toy library. Children are settled and the childminder pays particular attention to all details relating to each of the children's individual needs such as building on their preserving skills or vocabulary. They enjoy stories and singing, often repeating the words back or singing familiar refrains thus gaining an appreciation of the spoken word. The children are enthusiastic, interested and confident in their choice of activities and move from one activity to another independently.

The children enjoy a varied, stimulating range of activities including craft work, construction, puzzles and imaginative scenarios such as offices, shopping or pretend doctor's surgery. The older children act out being the receptionists thus promoting early drama skills and imaginative thought. They are given many interesting opportunities and encouragement to develop their knowledge and understanding of the world about them, for example, through activities such as planting beans to observe the growth, root system and the size the beans can grow to. The children also enjoy cooking sessions where they count out the spoonfuls of ingredients, sift the flour, roll out the dough and see the changes that take place when the biscuits are cooked. The children are therefore gaining an appreciation of volume and capacity as well as enjoying eating the end result. The childminder responds to all the children's questions and interests such as discussing the wildlife they had seen on their walks, visiting the aquarium to view the different fish or watching out for squirrels in the garden. The children are therefore given clear reasons and explanations, increasing their understanding of their environment and the wider world.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. The childminder makes sure that she is aware of all their particular needs and is able to meet these. Children's needs are discussed thoroughly with parents at placement time and there is a three weekly meeting to assess each child's progress and individual development. There is a good settling-in procedure where children take their time to become familiar with the childminder and her home. The children benefit from the childminder's positive partnership with parents. She keeps the parents well informed about their child's progress through daily dialogue, an informative notice board and a comprehensive portfolio. This includes the childminder's qualification and working documents such as public liability insurance and written policies relating to her childminding practice. Although there are no children currently attending the setting who have any learning difficulties and/or disabilities, the childminder has thought through how she will provide care which includes them in the life of the home. This will be accomplished through thorough discussions of their needs with parents at placement time and continuing dialogue.

Children show care and affection for one another and the childminder, for example, taking turns to fit the roadway together or helping each other to put their shoes on. They are polite

remembering to say 'please' and 'thank you' when snacks are handed out or toys are found for them. Their behaviour is good and they are confident within the childminder's home, happily making choices about their play. This is further reinforced by the childminder's good understanding of the importance of setting consistent and appropriate boundaries for all children, praising them for a kind act such as sharing the cars out so all can join in and play together. The childminder appreciates the importance of providing a range of activities and resources to promote positive images of our society and increase children's understanding of this. The children learn about their community on routine outings to the local parks, toddler groups, aquarium, toy library and schools. Children are encouraged to respect and appreciate other cultures and ways of life through discussion and stories. The childminder has books in Dutch and accesses the internet for Dutch programmes to enable placements to share their home language and their knowledge with the other children.

Organisation

The organisation is good.

Overall, children's needs are met. The childminder organises her work well, helping the children to feel comfortable, relaxed and at home. They can independently access the toy provision which is set out for them and routinely changed to add variety and interest. The children have access to the entire home, the play materials and are therefore confident to initiate their own play and learning. The individual needs of the children are well met by the childminder through her procedures to ensure that she has all relevant information on the children which is regularly discussed and reviewed with the parents. However, children's safety and well-being is affected as the attendance record is not consistently completed which could lead to misunderstandings with parents.

The children's emotional and physical development is promoted through the childminder's good organisation of her daily work, which ensures that children are offered a wide range of interesting activities and opportunities and that all are able to participate. The childminder has improved her practice by completing training courses on subjects such as health, safety, risk assessments, child protection and behaviour management. She has devised many policies and procedures to refer to and which are readily available to parents. All persons living on her premises have been checked for their suitability and the childminder is vigilant in ensuring that she supervises the children at all times.

Improvements since the last inspection

The childminder was asked at the previous inspection to ensure children have access to resources which promote equality of opportunity.

The childminder has improved her toy provision by the acquisition of toys such as disabled figures, wheelchairs and books. These measures further improve the children's welfare and knowledge.

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):

- ensure that hazards to children on the premises are minimised with reference to the kettle, hazardous items in the bathroom cabinet, unmarked low-level glass of the bathroom cabinet and kitchen windows, plastic bags and uncovered sockets
- ensure that the attendance register accurately records the actual times the children attend.

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