

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY311542
<b>Inspection date</b>	20 June 2008
<b>Inspector</b>	Carolyn Mary Hasler

<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 2005. She lives with her adult son in part of the London borough of Waltham Forest. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder lives within walking distance of the local schools and can take and collect children. She attends the local parent and toddler group and takes children to the library and to the local park. The childminder is registered to care for four children at any one time. There are two children on roll. The childminder belongs to the National Childminding Association.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Young children are learning to live healthy lifestyles. They receive warmth and affection from the childminder and develop healthy dependency on her because she is receptive to their needs. The warm and trusting relationship she shares with younger children helps them feel safe and secure and this helps them to take small steps towards building skills in independent learning.

They are encouraged to be active and have frequent access to the rear garden which offers them opportunities to climb, play on swings and slides, enjoy ball games and hula hoops. In addition children walk to and from outdoor activities, they make good use of community facilities such as soft play areas and the local parks. These activities help children to develop body awareness and form healthy life habits.

Children have access to drinking water and other drinks at all times ensuring that they do not become dehydrated. Initial and ongoing discussions with parents and the sharing of verbal and written menus ensure that parents' wishes are listened to. Religious, cultural and medical needs are incorporated. The childminder offers children snacks and meals throughout the day, a warm meal is offered at lunch time. There is a good balance of convenience foods and fresh ingredients. The childminder has good awareness of healthy eating and encourages children to try new foods. Appropriate furniture and equipment ensures that they are comfortable, and are actively becoming independent eaters, enjoying a sociable experience at meal times.

Children are protected from cross contamination issues. The childminder takes care to ensure they are learning important lessons in personal hygiene. For example; they participate in routine activities such as washing hands at appropriate times of the day. They have access to their own face flannels and towels, cups, plates and cutlery and are encouraged to know these are things they must not share. Increasingly children are becoming less dependent in these tasks, the childminder recognising when children are ready to take the next step in independence. She ensures that their environment is clean and uses commercial products to reduce the spread of germs on surfaces and resources.

In the event of children becoming sick or injured they have immediate access to first aid as the childminder keeps a kit close at hand and has completed a first aid course for paediatric care. She offers them care and comfort and is sensitive to their needs. Thoughtful procedures are in place which encompasses parents' wishes. For example, she has sought permission to seek emergency medical advice or treatment and for the administration of medication. Well organised systems which are in place to record medication, accidents and incidents, and all children's individual health and dietary needs, promotes the wellbeing of children.

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

The provision is satisfactory.

Children feel welcomed into the childminder's house because it is immediately apparent that the childminder has organised her environment to be child friendly. The thoughtful organisation of play resources which are brightly coloured and stored at low level ensures that children have easy and immediate access. The main play area is brightly coloured and there are child friendly posters on the walls. Furniture has been organised to offer comfortable places to sit and rest but also to ensure that maximum space has been provided to play and learn. There is a ground floor toilet which enables young children to have quick and easy access and promotes independence. The environment is warm and offers them access to natural light from both the front and the back of the premises. Play equipment, furniture and nursery equipment are carefully chosen to ensure safety, be age appropriate and to encourage and aid independence as children develop new skills. They are clean and well maintained because the childminder visually checks them each time they are used. Overall the environment is conducive to playing and learning for children.

Children are successfully offered important messages on how to keep safe, they are learning to be careful with equipment such as scissors, sand and the trampoline. They have practised

evacuating the premises in the event of a house fire. When out children play stop and go games which they associate with traffic light colours, this in turn helps them build skills in road safety. The childminder successfully risk assesses her home and extends this to both the rear garden and on outings. She ensures that hazards are removed or minimised without impinging on children's opportunities to take risks while having fun.

Through documentation and discussion the childminder demonstrates a satisfactory knowledge and understanding of how to safeguard children, she is able to recognise signs and symptoms of abuse. Although she has a policy and procedure in place; she is unclear how she would act upon a child protection concern.

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

The provision is good.

Children are confident and self assured within this environment, they show eagerness to participate in activities and are happy and settled enjoying a wide variety of play opportunities both inside and outside the home. The childminder provides a well chosen selection of play equipment and offers a good balance of directed play while also allowing children to instigate their own games and make independent choices. Through documentation such as observations of children playing, the childminder shows how she links children's experiences with areas of learning and this helps her to understand how well children are developing.

The warm and trusting relationship shared with the childminder, offers them good role models in how to build friendships. Although children are very young and often play parallel with each other, they are also learning to be considerate. For example, not disturbing those who are sleeping, being kind and co operating. There are warm interactions between them and the childminder is skilled in pre-empting and responding to children's needs.

Children's vocabulary is extended through the language they hear all around them. They are active speakers and have lots of interesting conversations with the childminder about their favourite caricatures from television programmes, what they have been doing at home and what they or the childminder is doing. They actively listen and respond during conversation and ask lots of questions. Activities such as reading books together, talking about the weather and the seasons and outings give children lots to talk about. Although children's language development is making good progress, the over use of comforters can sometimes prevent children from expressing themselves verbally.

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

The provision is good.

Children benefit when the childminder offers her time and attention to them in a calm and sensitive manner. Although young children can be challenging, the childminder is skilled at recognising triggers to behaviour such as tiredness and this helps her to respond to them supportively. Strategies such as distraction and diversion and the childminder's clear understanding of different age groups, helps her to pre-empt and defuse potential situations. Children are encouraged to learn important social skills such as being polite and kind to each other. The childminder uses lots of praise and encouragement to reinforce positive behaviour.

Children feel valued because the childminder treats each child with equal levels of concern, care and respect. Through discussions with parents, observations and listening into children's games; she builds a picture of each child and their likes and dislikes which helps her to cater

to their individual care package. She makes use of the local library which offers focused activities such as puppet shows, stories and dressing up which help children understand that some people are different to them. However, there are limited opportunities for children to explore these issues when playing within the childminder's home because although there is a small variety of multicultural dolls, books and small world equipment, generally resources are not selected to reflect these.

Although the childminder does not currently work with any children with learning difficulties or disabilities, she is committed to providing an inclusive service and demonstrates a good understanding of the issues involved. The childminder is aware of the importance and is committed to working closely with parents and other professional bodies to best meet the care, learning and developmental needs of all children in order that they are not disadvantaged and have opportunities to meet their full potential.

Children benefit when relationships between parents and the childminder are strong. This helps to establish secure relationships between the childminder and children she cares for. On initial contact parents receive information about the service and this helps them make informed choices about their child's care. Contractual agreements and individual recorded information on each child sets out roles and responsibilities and forms a professional persona.

### **Organisation**

The organisation is good.

The childminder has completed a basic course in childcare and first aid and she is committed to her own personal development as she continues to attend workshops and courses on childcare run by her local authority. She ensures all adults who have contact with children are suitable to do so, this includes being responsible for ensuring that all members of her household over the age of sixteen have completed robust vetting procedures. She ensures that her registration certificate is displayed on the wall in order that parents and visitors alike can see. Her strong knowledge of childcare is reflected in her practice which is well organised and offers good quality care, learning and development for young children. She organises her home to provide a child centred environment. Good quality support and regular routines are successfully promoting being healthy and children are learning how to live healthy lifestyles and stay safe. She understands her role in supporting children's learning and play and they are successfully making progress. Children are sociable and this supports their contribution to the group and the wider community.

The childminder demonstrates a competent knowledge and understanding of the National Standards and regulations encompassing childminding practice. Her documentation is well organised and kept in a confidential manner.

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 address one action. The childminder was required to ensure that children's arrival and departure times are recorded. The childminder has not recorded the times children arrived on the morning of inspection, although apart from this, her attendance register was up to date. The childminder is required to keep daily records of children's attendance including times of arrival and departure. This is to ensure that in the

event historical records are required they are accurate and they also ensure that children are fully protected.

In addition the childminder was also asked to develop knowledge and understanding of caring for children under three: for example by using the Birth to three framework. This has been fully met. This ensures children have good opportunities and experiences which best meets their developmental and care needs.

The childminder was also asked to ensure children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. This has been partly met, there is now a small selection of play resources which reflect diversity.

Lastly the childminder was asked to ensure garden fencing is made safe. This has been fully met and ensures that unwanted visitors can not enter the premises and children can not leave.

### **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):

- develop knowledge and understanding of child protection procedures
- continue to develop a range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

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)