

Inspection report for early years provision

Unique Reference Number	160063
Inspection date	09 May 2008
Inspector	Carolyn Mary Hasler

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The childminder has been registered since 2001. She lives with her husband and one adult child in Ponders End, an area within the London Borough of Enfield. The whole of the ground floor and part of the first floor is used for childminding. There is a fully enclosed garden for outside play. The property is in walking distance to local transport, schools and shops. The childminder is registered to care for four children. There are currently two children on roll.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning about healthy lifestyles to a satisfactory level. The childminder provides a clean and well organised environment to play in and children are encouraged to follow appropriate hygiene routines, such as washing their hands after going to the toilet and before sitting down to eat. There are posters displayed on the walls which remind children about good hygiene. However, although the childminder is able to demonstrate verbally how she minimises cross contamination, her practise is not always consistent. For example, children and family members share towels.

Children can access first aid when ill or in the event of an injury because the childminder keeps a first aid kit at hand and has completed a course in first aid for infants and young children. There are systems in place to record accidents, incidents and administration of medication and written information available on illness exclusion periods. The childminder talks about how she proceeds in the event of an emergency and how she ensures children's comfort and wellbeing. This means that she is competent to provide appropriate care at these times.

The childminder works with parents to provide meals and snacks for children which are healthy and nutritionally balanced. She ensures that children have access to drinks at all times. Her documentation provides information on children's special dietary needs. Healthy eating is further encouraged through colourful posters.

Walking to and from school, visits to the park's safe playground area and access to the rear garden where there is a variety of outdoor equipment, provides children with opportunities to access fresh air, develop their physical skills and learn how their bodies work. Children are also active around the house exploring and investigating all areas of their environment.

Very young children receive warmth and affection from the childminder who is close at hand. They are developing healthy levels of dependency on the childminder who supports their individual needs and helps them feel secure.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children feel welcomed into the childminder's home because she is kind and greets them warmly. Upon entry, children have immediate access to resources which are colourful and interesting, they engage well in play and settle quickly. They have access to the whole of the ground floor of the premises, and part of the first floor for those children who need to use the bathroom. The main play area is the lounge/dining room and kitchen/sitting room. All ground floor flooring is practical and comfortable to play on. Children have access to natural light from windows in all ground floor rooms, these can be opened to allow ventilation. Heating is centrally controlled and the temperature kept at a comfortable level. The rear garden is secure and can be reached from the kitchen/sitting area.

Toys, play equipment, nursery aids and furniture are practical and suitable for purpose. They are of good quality and age appropriate to children who use the setting. The childminder visually checks equipment before it is used to ensure that it is safe and well maintained. A good variety of play resources offers children choice in their play. Nursery aids and furniture suitable for young children help them to become independent according to their age and stage of development.

The childminder explains that children are learning about how to stay safe, she talks to them about road safety while they are walking to and from school. They understand that they need to hold hands or onto the buggy to be safe. Preventative measures are in place in the event of a house fire and the childminder explains that she has practised fire evacuation with children although this has not been recorded. She demonstrates a satisfactory level of recognising hazards within her home and in general hazards have been minimised. Although she is able to vocalise how she would keep children safe, in practise this is inconsistent. For example, although the childminder is aware that young children like to play with the front door, she has not made this area secure, also unsupervised children in the bathroom have access to hazardous substances which are stored at low level. This means that children's safety is not sufficiently prioritised.

The childminder has made great strides to improve her knowledge and understanding of child protection issues. She has obtained a copy of Child Protection guidelines for childminders last updated in 2007 and issued by her local authority, along side other documentation to guide her through any child protection issues which may arise. She demonstrates a sound knowledge and understanding of the signs and symptoms of abuse and how she would proceed should she have a concern.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are very settled within the childminder's home, they engage in stimulating and rewarding activities provided. For example, younger children enjoy playing with a variety of toddler toys such as shape sorters, toy telephones and playing with the toy piano, older children enjoy playing with large construction, developing hand eye co-ordination, colour recognition and imagination.

Children build strong relationships with the childminder because she offers them her time and attention and is gentle and kind to them, this offers them a good example to model other relationships on. They benefit from time spent together learning how to relate to one another, sharing and taking turns and building friendships. The childminder effectively pre-empts and responds to children's needs.

The use of language all around children and children's own enthusiasm means that they are practising sounds and words, the childminder talks about what she, and they are doing, she asks them questions and this helps them think, formulate and verbalise a response. This enables them to feel more confident in expressing themselves.

Helping children make a positive contribution

The provision is satisfactory.

Children feel valued because the childminder treats each child as an individual, they are beginning to develop an understanding of others as different to themselves. Posters around the environment greet children in different languages, and have positive images of people from different ethnic backgrounds. The childminder has information about different cultural celebrations and explains that children are included within her own family's Muslim culture and festivals along side Hindu and Christianity. Although the childminder demonstrates a sound understanding of this issue, there is limited opportunities for children to explore, develop and extend their understanding because although there are some multi cultural resources such as dolls and books, the available resources are not generally selected to reflect diversity and issues such as disability and gender stereotypical ideas are not challenged or explained to children.

Although the childminder has not cared for any children with learning difficulties or disabilities, she demonstrates a sound understanding of the issues involved. For example, the childminder responds to children's individual needs and is prepared to work in partnership with parents and other professional bodies, negotiating with parents roles and responsibilities. The childminder makes all reasonable adjustments to care arrangements in order that children are offered equal access to activities and can meet their full potential.

Children are learning important social skills such as how to play alongside each other, sharing and negotiating in order to play harmoniously. They are learning to be kind and polite to one another. The childminder is sensitive to each individual and uses consistent boundaries to help

them manage their own behaviour. She adopts a calm approach and provides gentle explanations to help very young children understand right from wrong. The use of praise and positive encouragement when they try new things or behave well, encourages their co operation and reinforces positive behaviour. As a result children were well behaved.

Children benefit when relationships between the childminder and parents are positive. Parents are invited into the childminder's home and spend time sharing information about the setting, home life and the individual needs of children. Contractual agreements and records help to establish a professional relationship. A sensitive approach is taken to separation issues, allowing children to build trusting relationships with the childminder before care arrangements begin. The childminder shares a number of documents with parents, one of which offers parents information about how to make a complaint.

Organisation

The organisation is satisfactory.

The childminder has completed a basic course in childcare and first aid and continues to develop her knowledge by attending short courses provided by her local authority. She demonstrates a sound knowledge of the National Standards. All adults who have contact with children have completed robust vetting procedures to ensure they are suitable. The childminder's registration certificate is displayed on the wall for parents to see and she works within her conditions of registration. She organises her home to provide a child centred environment. At a satisfactory level children are learning how to live healthy lifestyles and important skills in staying safe. The childminder understands her role in supporting children's learning and play and they are successfully making progress. There are routines in place which allows for periods of quietness or active play.

The childminder demonstrates a clear understanding of the regulations regarding the keeping of records which she does successfully. Her documentation is well organised and available for inspection.

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 several actions in order to meet the National Standards and Regulations. She was required to develop knowledge and understanding of how to safeguard children. This has been partly met. This means that children are safeguarded.

She was also required to develop knowledge and understanding of equality issues and provide a variety of play opportunities and resources. This has been partly met although resources still need development to include positive representation of diversity. This means that children have more opportunities to understand and develop awareness of others who are different to themselves.

Lastly she was required to make available to parents a written statement that provides details of the procedure to be followed if they have a complaint and keep a record of any complaints relating to the National Standards and any action taken. This is now in place and offers parents a forum to share their feelings and make suggestions.

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 satisfactory. 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):

- re-evaluate procedures to ensure good hygiene practices are followed
- assess the risk to children from the front door, and the bathroom area and continue to develop knowledge and understanding of child protection issues
- continue to develop resources to reflect positive images of others who are different to ourselves. (Disability)

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