

Inspection report for early years provision

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<b>Unique Reference Number</b>	141180
<b>Inspection date</b>	21 May 2008
<b>Inspector</b>	Natasha Parsons

<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 1992. She lives with her husband and two adult children in Stratford in the London borough of Newham. 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 is registered to care for a maximum of four children at any one time and is currently minding three children under five all day and four children over five before and after school. The childminder walks to take and collect children. The childminder attends a local childminders' support group. The family has a pet cat.

The childminder is working towards becoming a member of an approved childminding network.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

The home is clean and suitable, children's health is promoted when they learn that washing their hands after using the toilet, before eating and after handling animals stops the spread of

germs. A poster reminds children to wash their hands after using the toilet and the spread of germs is minimised when children use liquid soap for hand washing and individual disposable paper towels. Children's health is promoted by the childminder's effective hygiene methods when preparing children's snacks and meals for example, she wears disposable gloves and cleans surfaces with an anti bacterial cleaner. Children are changed effectively when a changing mat is used, the childminder uses disposable gloves and disposes of the nappy to prevent the spread of germs.

Children are protected as the childminder has an appropriate first aid qualification, and stocked first aid boxes and takes a mobile kit on outings. Children do not attend if unwell to protect other children from infectious conditions for example, chicken pox. The childminder has medication forms, consent for the seeking of medical advice and accidents are appropriately recorded.

Children are learning about healthy living when they are provided with healthy meals and snacks for example, apples, oranges and bananas. They experience a range of physical experiences, in warmer weather they use a padding pool and slide in the childminder's garden, indoors they sing and dance, as they point to the different parts of their bodies as they sing 'head, shoulders and toes'. Their experiences are extended when they visit local parks, open spaces and groups when they ride bikes, use prams and climb when they use slides.

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

The provision is satisfactory.

Children are cared for in a safe and welcoming home, the garden is safe and enclosed, they have access only to the downstairs of the premises. Safety modifications keep children safe for example, safety gates on staircase, kitchen cupboard locks and the garden is checked before use. Children use toys and equipment safely because they are supervised and reminded how to remain safe for example, to sit on chairs in case they fall. Children are kept safe on outings when they stay in the childminder's direct care, they are reminded of stranger danger through discussion and learn about road safety when crossing roads. She has taken preventative action when children wear badges with the her details in case they become lost on an outing, and she would take appropriate action if children became lost or were not collected. Children learn about fire safety through purposeful activities and when they practise the fire plan in place.

Children are safeguarded. The childminder has a good knowledge and understanding of how to protect children, she is able to identify the main types of abuse, knows what action to take and has appropriate contact details in place, however there is no recording system in place. She is committed to develop this.

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

The provision is good.

Children are settled and relaxed, they have formed good relationships with the childminder and their peers. They are attached to her and look for her when she cannot be seen. They move with confidence within the home and make choices about what they do. Children are provided with a good range of play materials and activities, their time is managed well when they spend time in childcare groups and in the childminder's home. Good quality records about children's time and achievements have been devised for example, a backwards and forwards book which informs parents about their children's day. Photographical evidence depicts children undertaking activities for example, a trip to a museum and a Halloween party.

The childminder plans on a daily basis and takes into account the weather, needs of individual children and when planning she consults children and gives them choices. Activities are planned to take into account the six areas of learning for example, when visiting a farm children discover that some animals are furry while others are prickly. Children develop their language and early maths skills when they participate in pretend shop play and discuss what they are shopping for and the cost. Play materials and activities are rotated ensuring children remain interested and stimulated, activities are also provided to meet children interests and requests for example, a tent is used by a child as a den and children enjoy moving activities into it as they play and chat together. The childminder knows the children well and plans to extend their development when she spends time with each child, she talks with the children as she draws, chops fruit and deals with their disputes. This extends and promotes children's thinking and language development. She works at the children's level and is interested in their play, she responds well to their physical needs for example, she promptly changes children and provides snacks when hungry.

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

The provision is satisfactory.

Children develop an awareness of the local community when they visit groups, local parks and shops including the greengrocer and the fishmonger. They benefit from the appropriate range of equipment and materials for example, dolls, dressing up clothes and musical instruments. Children talk and reflect in their drawings of the animals they meet as they develop their knowledge and understanding of the world around them. Children learn about different celebrations and traditions for example, Chinese New Year and Asian weddings. Derogative comments would be challenged, this ensures children's individuality is valued. They are cared for in an inclusive setting where all children are valued and respected.

Children behave well and are supported to understand what is right and wrong, rules keep them safe for example, no running or climbing and children show concern for each other when they apologise and share toys. Children learn about acceptable behaviour as the childminder explains in a calm manner, children are occupied and well supported.

A working in partnership policy supports the childminder's work with parents, and the recording systems in place which keep parents informed about their children's care and developmental progress. Contracts formalise the arrangement and parents are aware of the action to take if they wish to make a complaint.

### **Organisation**

The organisation is good.

Children benefit from the childminder's experience and that she is committed to provide good quality childcare. She is motivated to extend her knowledge and is enthusiastic about the coming changes in childcare. She is committed to attend further training for example, Makaton.

She provides children and their families with stability and flexibility. She has in place comprehensive policies and procedures and is committed to add to them, and review to ensure they accurately reflect her practices. Efficient records are in place and these are stored to ensure confidentially, parental contact details are always carried by the childminder in case of an emergency. She is working to become part of a childminding network, and shares her experience with new childcare workers.

Children are settled and happy in her care, they benefit from the welcoming home they are cared for in and the range of activities they experience whilst in the childminder's care. She plans her day ensuring children spend time at groups and at home. She has a good knowledge of childminding regulations and is aware of the importance of maintaining the conditions of her registration at all times. 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 asked to ensure she maintained adult and child ratios at all times, she has addressed this by ensuring she cares only for the number of children she is registered for and has a back up system in case of an emergency to ensure children are protected. The registration certificate was to be displayed at all times, this is now in place so parents are aware of her registration conditions.

### **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):

- devise a system for the recording of child protection concerns

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)