

Inspection report for early years provision

---

<b>Unique Reference Number</b>	135141
<b>Inspection date</b>	28 July 2008
<b>Inspector</b>	Arda Halls
<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 1997. She lives with her daughter aged 15 years, in the Ladbroke Grove area of the London borough of Westminster. The whole of the flat is used for childminding. There is no access to an outdoor area, however, children are regularly taken to the local parks, playgroups, parents' groups and communal playgrounds. The family has no pets.

The childminder is registered to care for a maximum of two children at any one time and currently has three part-time children on roll.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's health and hygiene is promoted as the childminder sustains a good level of cleanliness throughout her home. The premises are clean and well maintained. Children are learning about personal hygiene as the childminder has procedures in place to help stop the spread of germs, for example, she asks them to wash their hands at intervals throughout the day and asks if they

need their nappy changed. Children are protected from unnecessary illness as they do not attend if they have an infection. Children are safeguarded by the childminder's good understanding of emergency first aid and is clear about contacting the emergency services if necessary.

Nappy changing is carried out on a changing mat in the sitting room. A good routine is in place in which children enjoy helping, however disposable gloves are not used when changing the nappies.

Children participate in a range of daily outdoor play activities, for fresh air and exercise which promotes their well-being and helps them to acquire good physical skills. When indoors they push around dolls in pushchairs. Outdoors they play football and tennis as well as playing on swings and the slide.

Children enjoy nutritious meals and snacks, which establishes healthy eating habits from an early age. Home cooked foods are served such as couscous, chicken & fresh tomatoes followed by cut up fruit and yoghurt for desert. Children are offered drinks of water or juice throughout the day which ensures they do not become dehydrated.

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

The provision is good.

Children are cared for in a welcoming family home in an environment that is well maintained. The main play area is organised with fitted furniture for maximum play space in which children can explore independently, rest, eat and play comfortably. Children are gaining independence and self-confidence because the childminder encourages them to make choices and explore their toys.

Toys and equipment are suitable and appropriate for children's age and development. Children easily access what they want from toy boxes stored at a low level. They are safeguarded as the childminder checks the toys and equipment on a regular basis to reduce any hazards.

Children are cared for in a child focused environment where risks are identified and reduced to safeguard children. Safety gates are in place in the kitchen door, knives are kept on top of the fridge out of reach of children and there is no accessible low level glass. Emergency escape plans have been devised and smoke alarms and a fire blanket are strategically placed for optimum safety. Children are learning about keeping themselves safe as the childminder talks to them about crossing the roads safely as they go out on a daily basis to parks and playgroups.

Children's welfare is protected through the childminder's good understanding of her role and responsibility in safeguarding children. She is aware of the importance of recording any concerns and of the procedures for reporting concerns to the appropriate authorities.

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

The provision is good.

Children sit at a low wooden table rolling out dough and selecting cutters to make a variety of shapes. They enjoy the play and the older children sit for a long time rolling their dough and showing their work to the childminder. Younger children enjoy painting and printing as they sit at the table. As they tire children select other toys to play with. They enjoy exploring the cars and the dolls. They quickly respond to the childminder when she asks them to wash their

hands. They are learning to wash and dry their hands and they neatly fold their individual towels as they finish.

Children choose an animal game and sit on the floor arranging the animals on the floor. They like to examine the animals and they enjoy the input of the childminder who helps them place the animals into their trays. They are learning to share, but sometimes tell the childminder 'it's mine'. They are quickly distracted as the childminder asks them about more and more animals. She asks what the animals are and the children tell her the noise the animals make.

Children sit at the table and play with toy fruits and vegetables. They try to recite the names of the foods, sometimes in French or Arabic. They pretend to eat the sweet corn and smile, they are clearly enjoying themselves.

Children build shapes with stickle bricks examining the shapes as they build. When they tire of this play they play with blocks and discuss the colours of the toys. They are praised as they get the names correct.

Children take the song cards from the wall and sit at the table singing and laughing. They talk about how much they like singing and how they sing when they go down the road in the pushchair.

Children sit together and look through the box of musical instruments, shaking and rattling and listening to the different sounds. They look through a selection of books and choose their favourites. They like to sit on the door stoop with the childminder as they look at the books. They are encouraged to choose books that they like best. They sing about the wheels on the bus and laugh as they sing.

Children sit and look at the photo albums together. They know who are in the pictures and which children belong to which of the mothers. They talk about who speaks French in the photos. Each photo is labelled and from the photographs they talk about the children's birthdays and the playgroups and parks that they visit. The children talk for a long time about the photos. The childminder praises the children for the pronunciation of the names in English, French and Arabic. For some children English is their second language and they easily copy what the childminder teaches them.

Children look at books and discuss shapes that they see. They know triangles, circles and stars. They learn new words such as 'rectangle'. They repeat the new words and they sing to themselves as they play. They are relaxed, smiling and learning. Without hesitation they enjoy a cuddle from the childminder.

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

The provision is good.

Children are happy at the childminder's home. They are familiar with the daily routine which enables them to feel safe and secure. She follows their normal routines as discussed with their parents, for example for sleeping and eating. Children enjoy positive relationships with the childminder as they play together. The childminder playfully asks 'where is the baby, where is Daddy?' Children enjoy this game and they enjoy learning new words and simple songs in Arabic as well as French. Children have good opportunities to access all the toys and activities, boys and girls have an equal chance to play and learn. Children learn about the world they live in as the childminder provides suitable toys and resources, for example a plastic box of play people

of different backgrounds. The childminder consults the parents and takes the children to visit the mosque. Children quickly learn the routine of washing their hands and feet after removing their footwear when they enter this place of prayer. There is a range of books and toys that reflect different cultures to help children understand the community in which they live.

Children with learning difficulties and disabilities are welcome in the childminder's home as she has a positive attitude towards this area of childcare although she has not cared for children with learning difficulties and disabilities in the past. Through discussion the childminder demonstrates that she would work closely with parents and other agencies to help children who had special requirements.

Children are well behaved and are developing their confidence and self-esteem, because the childminder encourages the children in their behaviour. They are developing a positive self-image of themselves as the childminder offers praise and encouragement in their daily activities. They develop good self-esteem and confidence as they voice their opinions and make choices and decisions about their play. The childminder uses age appropriate techniques with the children, and positive strategies to manage any difficulties that may arise, for example, distracting children when they argue over toys. The childminder's favoured technique for channelling children's energies is taking them out every day as she says that is what is best for them.

The childminder establishes good working relationships with parents to ensure the well-being of their children. Contracts and care arrangements are systematically recorded and readily available on the day of inspection. Most consent information is in place, however consent is not taken for transport in any vehicles as the childminder walks with the children where ever they go. Parents are informed about what their children have been doing at the end of each day. Parents comment that the childminder takes very good care of their baby and how many things she has taught the baby. They comment that the childminder is trustworthy and caring and that their children are always happy to go to the childminder and often reluctant to leave.

## **Organisation**

The organisation is good.

There have been no changes to the household since the last inspection. The certificate of registration is clearly displayed in the corridor for parents to view. Children enjoy the time they spend with the childminder as she has a good knowledge and understanding of caring for children and she meets their care needs effectively. She is warm and affectionate towards the children, therefore they are relaxed and happy in her care with lots of cuddles given. The childminder organises the day to include a variety of play activities and physical exercise. This helps to ensure the children's overall developmental progress. Children have space to move around freely and play with the different activities provided.

All of the required documentation which contributes to children's health, safety and well-being is in place. Children's names and hours of attendance is well recorded. Documents are organised in a file and stored away to maintain confidentiality. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider agreed to maintain a register of all children's attendance, which records times of arrival and departure, so that it is accurate and up to date. This has been done which helps keep children safe.

## Complaints since the last inspection

Since the last inspection two complaints were made to Ofsted that related to National Standard 1: Suitable person, National Standard 3: Care, learning and play and National Standard 11: Behaviour.

The first complaint raised concerns about inappropriate behaviour management techniques. Ofsted carried out an unannounced visit to the premises to discuss the concerns with the provider and view interaction with the children. There was no evidence to suggest inappropriate behaviour management techniques were being used. However, following the visit, two actions were set under National Standard 6 and National Standard 14. A response to these actions was received and Ofsted was satisfied that the provider had taken appropriate steps to meet the National Standards.

The second complaint raised concerns regarding inappropriate language being used in front of minded children, that unchecked adults may have access to the premises whilst minded children are in attendance and that minded children may be left to cry for over an hour without being comforted. Ofsted visited the provider in order to discuss the concerns. As a result of this visit no evidence was found to suggest that these National Standards were not being maintained. However, as a result of the visit, an action under National Standard 14: Documentation was set to maintain a register of all children's attendance, which records times of arrival and departure, so that it is accurate and up to date. A satisfactory response to the action was received from the provider. Ofsted took no further action and the provider remains qualified for registration.

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 good hygiene practices are in place regarding nappy changing

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)