

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY362317
<b>Inspection date</b>	10 April 2008
<b>Inspector</b>	Marcia Robinson

<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 satisfactory. 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 2007. She lives with her four children, two of whom are adult aged and the other children are aged six and nine years old. The family live in a three storey, three bedroom townhouse in the London Borough of Greenwich. The house is located in a quiet road on a housing estate, close to Woolwich Common. Local shops, schools and pre-schools are close by. The kitchen/diner on the ground floor and the lounge, master bedroom and toilet facilities on the first floor are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time and is currently minding two children under five years. She is a member of the National Childminding Association. The family has no pets.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children access some opportunities for physical play, including riding their wheeled toys in the paved garden. However, there are limited opportunities for children to explore, test and develop these physical skills, using apparatus at local parks, for instance. Children are active or restful through choice and sleep in-line with their individual needs and parents' and carers' wishes. They enjoy their mealtimes, especially when they sit together at the table in the kitchen. Children are encouraged to enjoy healthy snacks and meals. These include snacks such as croissants, fresh fruit and meals such as lasagne with vegetables, including yogurts for afters. This is complemented with discussions with the children about the benefits of eating fresh fruit and vegetables, which is also promoted with some healthy eating posters, on display in the kitchen. Consequently, this encourages good lifestyle habits. Children help themselves to drinks of milk, diluted juice or water from their beakers and cups, which are easily accessible to them. The childminder discusses the dietary requirements of children and parental preferences regarding food and drink, although, these details are not recorded to ensure children's well-being.

Children can participate appropriately in activities as the premises and equipment are clean. The childminder regularly washes toys and ensures children are learning suitable personal hygiene practices, through consistent routines and positive role modelling. They are encouraged to wash their hands after using the toilet and before eating. This promotes good lifestyle habits. The childminder's sound relationship with parents, suitable procedures and relevant training ensures children are cared for appropriately when ill. For instance, children do not attend if they have sickness or diarrhoea, which enables the childminder to protect others from illness. The childminder can respond appropriately if children have an accident as she is trained to administer first aid. Written permission from parents and carers to seek emergency medical advice or treatment is also in place. Consequently, their welfare is safeguarded.

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

The provision is satisfactory.

Children are appropriately safeguarded as the childminder's home is secure. This is supplemented with suitable procedures for adults collecting children and the front and back doors being locked. Glass doors in the living room enable children to benefit from natural light whilst playing indoors. Suitable washing and toileting facilities are accessible to children on the first floor. Sufficient and well-maintained equipment is available to meet children's individual needs, for example, available are a travel cot, high chair and buggy. Regular checks and cleaning keep the suitable range of toys and resources in good condition. This ensures that children handle items that are clean and safe. These are suitable for the ages and stages of development of the children attending. However, there is a limited range of resources available that would help children to develop their physical and imaginative skills. Those who go on outings are protected as the childminder is vigilant. For instance, she teaches the children simple rules, such as walking together and holding hands. Their safety is further enhanced with the use of age-appropriate restraints if needed.

Children experience appropriate levels of supervision and the majority of safety equipment is in place to ensure hazards are reduced. This includes safety gates across the stairs and safety covers for electrical sockets. Suitable fire safety measures are in place to ensure that children are kept safe in the event of an emergency. For instance, smoke detectors and a fire blanket

are appropriately fitted. Children's safety is not fully promoted, because although the childminder has an emergency escape plan which she regularly practises with the children, these details are not kept recorded. Children are learning to keep themselves safe. An example of this is where the childminder encourages them not to climb on the furniture. The childminder has attended relevant child protection training and demonstrates a sound understanding of associated issues. Although, not all relevant safeguarding documentation is available for inspection, to ensure children are fully safeguarded.

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

The provision is satisfactory.

Children are happy, settled and relate well to the childminder, as she joins in with their play. The affectionate and gentle care she gives enables them to develop a sense of belonging and trust. Children benefit from a flexible routine, which brings together an appropriate balance of child-centred and adult-led experiences. They participate in the activities provided, including looking at books, building with blocks and playing with musical toys. Children have opportunities to socialise with others as they attend parent and toddler groups. Use is made of the local area giving children a breadth of opportunities. An example of this is where children visit the local shops and the library. Sufficient support is given, which nurtures children's independence. An example of this is where toddlers are encouraged to use the wipes to clean their own mouths. Children's confidence and self-esteem is raised through regular praise and encouragement.

Children enjoy looking at their favourite books such as Winnie the Pooh, both independently and with the childminder. All children confidently express themselves, which is promoted by the childminder consistently listening and responding to them, which helps to develop their language and communication skills. They develop mathematical thinking when looking at numbers in books and using the large bricks for counting. Children find the resources fun and sufficiently testing, which helps to develop appropriate levels of concentration. However, the childminder acknowledges that there is a limited range of imaginative and physical play resources available to ensure children's development is fully promoted in these areas.

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

The provision is satisfactory.

The childminder interacts warmly with the children and carefully supports new children while they settle into the new environment. She is sensitive to children and their families' individual circumstances. Consequently, she tailors the induction to meet their specific needs. The childminder's appropriate attitude to equal opportunities ensures children have a suitable awareness of the wider community. This is complemented with a suitable range of resources including dolls, puzzles, books and small world figures that reflect positive images of different cultures, gender, religion and of people with disabilities. Furthermore, the childminder speaks three community languages, including Danish, Arabic and Somalian, which helps communication with children and parents and carers alike. Consequently, this has a positive impact on raising children's awareness and understanding of difference. The childminder does not have any experience of caring for children with learning difficulties and disabilities and has not attended any training. However, she does demonstrate a positive attitude to providing an inclusive environment.

Children receive consistent care as there is a daily exchange of information between the childminder, parents and carers. Information is shared verbally about the children's day, activities

and progress, which contributes to the continuity of care provided. A complaints procedure is available but a system for logging complaints is yet to be implemented. The childminder is approachable and parents and carers often stay for a drink of coffee and a chat at the end of the day. This contributes to children feeling stable and secure in the childminding environment. The childminder uses age-appropriate strategies, such as explanations and distractions, to manage a range of children's differing behaviour. She gives children clear and consistent boundaries, which they respond well to. Consequently, children behave well.

### **Organisation**

The organisation is satisfactory.

Children access play opportunities through the appropriate organisation of space, time and resources. The use of the living room, master bedroom and toilet facilities on the first floor and the good size kitchen/diner on the ground floor, enables children sufficient space to play independently or with others. They can also take part in quiet or more boisterous activities, using the master bedroom and outdoor play facilities available on the premises. Play resources are organised in a manner which helps to promote children's free choice. They are easily accessible on a low-level table and in storage boxes, kept on the floor in the living room. The childminder manages her time appropriately to incorporate children's sleeping and eating patterns as well as trips to places of interest. Consequently, children enjoy a range of experiences.

The childminder has attended a pre-registration childminding course. She ensures children's welfare is appropriately safeguarded as suitability checks have been completed, including for all adult household members. She is aware of her current registration requirements and adheres to them. For instance, by displaying the certificate of registration and ensuring certain records are retained for two years. This has a positive impact on maintaining children's welfare. Relevant documentation for each child is in place and stored adequately to ensure confidentiality is respected. This includes an accurate and up to date system for recording children's attendance.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration 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):

- extend resources to ensure that children have sufficient opportunities to engage in physical and imaginative play
- improve documentation, by implementing a system for logging complaints, record emergency evacuation procedures and details of children's individual dietary needs

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)