

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 156652            |
| <b>Inspection date</b>         | 31 July 2008      |
| <b>Inspector</b>               | Christine Stimson |

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|---------------------------|--------------|
| <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 has been registered since July 2001. She lives with her husband and two children aged 14 and 11 years old in a house in West Wimbledon, London; minding occasionally takes place at these premises, on the ground floor. However, children are mainly cared for in another house nearby. In this property the first and second floors are used for minding. This includes a large living room/play room with a kitchen area that is inaccessible to children. Play activities and meals are organised in this room and a bedroom on the first floor is used for children's rest. Children are supervised when using the downstairs toilet and older children can use the bathroom on the first floor. There is a fully enclosed garden for outside play. Both houses are close to transport links, local shops, parks and schools. The childminder's mother-in-law is a regular visitor.

The childminder is registered to care for five children at any one time when working alone and she employs eight part time assistants. Whilst working with one assistant she may care for six children under eight years; when working with two assistants she may care for up to 10 children under eight years. There are currently 11 children on roll who attend on a full and part time basis. A further two children over eight years old attend before and after school. The childminder has a level three National Vocational Qualification (NVQ) in Childcare and Education.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Weather permitting, daily use of the well equipped garden ensures children participate in and enjoy regular exercise. Under a high level of supervision children travel from the small trampoline, to the slide and through the tunnel, using the apparatus as an obstacle course. The childminder counts the number of jumps each child achieves on the trampoline before they move on. Even very young children attempt this activity, which is thoroughly enjoyed by all. Children have opportunities to grow their own plants and vegetables in the garden and they take great pride in watering them and taking them home to show their parents. Children love to go to the local parks where they access appropriate playground equipment and develop their physical skills even further.

Children learn the importance of hand washing through discussions with the childminder about germs and are supervised whilst washing their hands before eating their snacks. Parents provide meals for their children, but the childminder gives children healthy mid-morning snacks and they all eat these together, sitting round a table, making it a social occasion. Children's independence is encouraged as they attempt to cut up bananas and softer fruits at the table, under the supervision of the childminder and her assistant. Regular drinks throughout the day ensure children are never thirsty and the childminder's high standard of hygiene and her policy on not admitting children who are unwell to the setting, ensures they are protected from the risk of infection. Systems are in place to obtain information regarding children's health and dietary needs and the childminder makes sure children are not exposed to any foods to which they may be allergic.

The childminder is first aid qualified and maintains a first aid box which enables her to deal with children's minor accidents effectively. All accidents are recorded by the childminder and parents informed on the day. Written consent is in place, from parents, to take children to seek medical advice in an emergency.

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

The provision is good.

Children have access to a well organised space and are cared for in a generally safe and secure environment where they are supervised by the childminder and her assistants. Children are able to play, selecting good quality toys and activities from the range kept at child height; this enables children to have choice. Toys are frequently changed using items kept in cupboards and in upstairs rooms to maintain children's interest and stimulate their imaginations.

The safety of the children is important to the childminder and she has taken steps to minimise risks to children in her home. For example, a child safety gate protects younger children from hazards in the kitchen and a gate across the playroom prevents children from reaching the hall stairs. The childminder has devised an evacuation procedure for her home, which she regularly practises with the children. This has been approved by a fire officer, who recently visited the home to give the childminder advice on fire safety. Smoke alarms and an accessible fire blanket further protect the safety of children.

The childminder has a good knowledge and understanding of child protection issues, based on information she recently gained at a child protection course. For example, the childminder

makes sure she records all existing injuries children arrive with and demonstrates she knows how to proceed if she has concerns about a child in her care.

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

The provision is good.

Children in the childminder's care can explore the resources as they are mainly kept at child height. The toys and equipment offer children play materials that supports their development. Independence is encouraged as children select dressing up clothes and interact together, using their imaginations to become ballerinas and fairies.

Children's vocabulary is promoted as the childminder and her assistants spend time having conversations with children, asking open questions and waiting for responses. Children are happy and relaxed in the childminder's home and are eager to talk about their home experiences. For example, they very much enjoy sitting around a table having snacks and chatting freely about 'daddy being at work' and 'taking plants home to grow'. The childminder uses her many years of experience of caring for children to provide a good balance of indoor and outdoor activities each day. Some of the activities are planned whilst others are organised in response to children's preferences.

The childminder and her assistants use gentle encouragement to help young children with their activities, for example, interacting with them to focus their concentration whilst they count the number of dragons in a book. Children love to participate in messy play like painting and using malleable materials. The childminder regularly makes a batch of play dough for the children to access. On the day of inspection the children were making small cakes with candles from the red dough and sang happy birthday as they pretended to blow out each candle. Children explore a wide range of resources with interest and enthusiasm and are confident, bright and have high self esteem.

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

The provision is good.

The childminder encourages children to develop their knowledge of their local community by making sure they visit local parks, libraries and the playgroup the childminder runs twice a week. At these venues children mix with others who are not familiar to them and engage with children from a variety of different cultures. In the childminder's home children access resources that reflect diversity such as disabled and infirm play figures, books about people from other cultures and musical instruments from around the world.

The childminder's consistent use of praise to reinforce positive behaviour and acknowledge efforts and achievements, significantly contributes towards children's high level of self esteem. Older children are encouraged to understand right from wrong as they are given clear boundaries of acceptable/unacceptable behaviour and clear expectations in the form of ground rules. For example, use good manners, be nice to one another, play co-operatively and sit down when eating and drinking. These, together with the childminder and her assistants acting as good role models to children, results in a happy and calm atmosphere in the home.

The childminder maintains good levels of communication with parents and this ensures children's individual needs are well catered for. For younger children the childminder completes a daily routine and accomplishment form showing how children have achieved in the four components of the Birth to three matters framework; this is given to parents daily. The form also updates

parents about children's moods using smiley or frowning faces. It lists the snacks they have had and how much food they have consumed. Nappy changes are indicated, along with the activities they have done and any outings they have been on. Each parent has a communication book and this is used by the childminder and the parent to note any important information about the child that either party may need to know. For example, the child did not sleep well during the day or they have had a very busy weekend. Keeping this up to date ensures continuity of care for children.

The childminder has devised a number of policies and procedures to support her childminding practice. These are shown to parents at contract stage and kept in a file within the playroom for parents to see if they wish. Although the childminder has had no complaints from parents, if any of them wish to raise a concern with the regulator, there is no information on notice boards or walls to enable them to do this.

The childminder feels confident she would be able to recognise development delay in a child and to help her in this task she has charts divided into four stages of children's development, giving examples of how the average child progresses. The childminder would be willing to take a child with learning or physical disabilities into her care and to work with the parents and other professionals to enable the child to meet their goals.

### **Organisation**

The organisation is good.

The childminder plans a range of activities in her home for children and makes sure they go on regular local outings. Her home is organised and resourced with play materials and equipment that encourage children to explore and investigate.

All required records and documentation are in place and used effectively to promote good quality care and learning experiences. Children's health and safety are well protected and a range of policies and procedures guides the childminder and her assistants in their everyday practice.

Overall the childminder meets the needs of the range of children for whom she provides.

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

At the last inspection a number of recommendations were made to improve the care of children. The childminder was asked to have regard to several areas of safety within the home, to make sure all household members were vetted by Ofsted and to keep attendance records on children. Since then good progress has been made. The childminder has ensured that potential safety hazards identified within the premises have been addressed and up-to-date attendance records are maintained. The assistants working for the childminder have all been notified to Ofsted so that checks can be carried out.

### **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 to ensure parents have easy access to the complaints procedure showing the regulators details

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)