

Inspection report for early years provision

Unique Reference Number	EY342802
Inspection date	25 June 2008
Inspector	Marcia Robinson

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 was registered in 2006. She lives with her school aged daughter in the South Thamesmead area in Kent. Most areas of the premises, with the exception of the master bedroom and the kitchen, are used for childminding. There is no access to a garden, but the childminder takes children to local outdoor play facilities.

The childminder is registered to care for a maximum of three children at any one time and is currently minding two children under eight. She walks to local schools to take and collect children and is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are welcomed into suitably clean and well-kept premises, where they have sufficient space to play. They are beginning to understand simple health and hygiene practices, when they wash their hands before they eat, using the liquid soap and individual hand towels. Children do not attend if they are sick, which enables the childminder to protect others from illness.

She can respond appropriately if children have an accident as she is trained to administer first aid. The childminder has procedures in place for recording accidents and the administration of medication. However, she does not always obtain parents' and carers' written permission before administering medication and consent has not been obtained to seek urgent medical treatment. Consequently, the procedures are not effective in promoting children's well-being.

Children enjoy daily opportunities for physical play, including walking to and from the local school and using larger equipment, such as swings, slides and climbing frames at the local park. The flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Children are adequately nourished as the childminder provides regular light meals and snacks, including food from their own cultural background, such as Okra soup with chicken, as well as ham sandwiches, noodles with vegetables and fruit. Drinking water is given to the children during mealtimes and as and when they need it. However, it is not always easily available to them, which means children's independence is not fully promoted.

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. There are good procedures for adults collecting children, including the use of a password. Windows and the balcony door in the living room enable children to benefit from natural light and ventilation whilst playing indoors. Suitable washing and toileting facilities are easily accessible to children, which promotes their independence. Children walking to and from school are kept safe, as they learn road safety procedures and understand simple rules, such as using the Green Cross Code. However, written permission has not been obtained from parents to allow their children to be taken on outings on foot or public transport. They are able to explore safely using well-maintained resources. These are bought from reputable suppliers and are stored so they are easily accessible to the children.

Children experience appropriate levels of supervision and all the necessary safety equipment is in place to ensure hazards are reduced. This includes a safety gate fitted across the entrance to the kitchen, as well as catches on cupboards and doors where dangerous or hazardous items are stored. Fire safety precautions are considered, such as a fire blanket and smoke alarms, but children do not learn what to do in the event of a fire as the childminder has yet to practise the emergency escape plan with them. The childminder has covered child protection on the initial childminding training. She demonstrates an adequate understanding of most related issues and recognises the importance of continuing to secure her knowledge and understanding of the signs and symptoms of abuse and of her responsibility for recording concerns. Consequently, children are adequately safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle and respond well in the setting because the childminder provides them with a regular daily routine. They enjoy their time in the childminding environment and readily participate in the adequate range of activities provided. These include building with bricks, pretending to drive their cars using the hand-held car wheel and watching age appropriate television. The childminder spends time getting to know the children so she is aware of their specific interests, likes and dislikes. Therefore, she is able to meet their individual play, learning and care needs appropriately. For instance, she provides them with a few opportunities to

develop their creativity with painting and drawing activities using felt tip pens and pencils. They also enjoy using the play house and tea-sets and like dressing up in character costumes, such as Bob the Builder. Children enjoy being busy and active. They go for walks in the neighbourhood, for instance, to the post office and they visit the library and park to develop their social skills. The childminder listens and talks to the children appropriately. She spends time singing songs and reading stories to them in order to develop their communication and language skills. She provides adequate support to nurture the children's independence. An example of this is where they have opportunities to take themselves to the bathroom to wash their own hands and help with tidying up.

While the childminder has attended some initial training in the upcoming Early Years Foundation Stage, she has not implemented current frameworks, such as Birth to three matters, into her practice in order to improve outcomes for children. Consequently, the range of resources and activities available to children is limited in specific areas, such as creative play.

Helping children make a positive contribution

The provision is satisfactory.

A suitable approach to equal opportunities contributes to children's appropriate attitudes to the wider community. For instance, the childminder talks about giving the same chances to all children. She offers them foods from their own cultural background, which gives them a sense of belonging. The childminder finds out about children's individual needs before they start and ensures appropriate toys and activities are available. However, resources and activities that encourage children to develop a positive view of diversity are limited. The childminder has little experience of caring for children with learning difficulties and disabilities, but she shows a positive attitude to providing an inclusive environment, so long as she can meet the needs of all the children attending.

Appropriate relationships with parents and carers are beneficial to the continuity of care that the children receive. Information is shared verbally with parents and carers on a daily basis. Consequently, they are aware of the activities their children have participated in. However, parents are not fully informed of the complaints procedure and the childminder is not secure in her knowledge of the regulations for responding to and recording complaints. The childminder has suitable strategies in place for managing behaviour. These are agreed with parents and are appropriate to the children's ages and stages of development. As a result, children behave well, and are happy and secure in the care of the childminder.

Organisation

The organisation is satisfactory.

Children access play opportunities through the appropriate organisation of space, time and resources. The use of the living room for play and the bedroom for rest and quiet activities enables children to play alone or with others. The childminder arranges her day to incorporate time to pick children up from school. Toys and resources are rotated to capture children's interest and are arranged at the children's height. Consequently, this promotes free choice and independence.

Children benefit from the knowledge gained by the childminder attending the initial childminding course and the required first aid training. Their welfare is appropriately safeguarded as the childminder has had suitable checks completed. She is aware of her current registration requirements and has all of the legally required records that contribute to children's health,

safety and well-being in place. However, not all of the necessary consents have been obtained from parents and carers, and the attendance register does not record children's actual arrival and departure times. Most documentation is in place, but not all records are organised to allow easy access.

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

Improvements since the last inspection

At the previous inspection, two actions were set. The childminder was required to complete a first aid course for babies and young children, and to assess the risks to children in relation to low level glass and accessible storage cupboards in the hallway that contain dangerous items. Both of these actions have been addressed appropriately, which has a positive impact on children's health, safety and well-being.

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

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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):

- obtain written permission from parents and carers before administering medication and to gain emergency medical treatment or advice
- practise the evacuation plan with the minded children to monitor its effectiveness in the event of a fire
- ensure drinking water is freely available to all children
- continue to develop knowledge and understanding of safeguarding procedures
- develop a sound understanding of the regulations for dealing with complaints made in writing by parents and make sure they have contact details of the regulator
- ensure documentation is maintained according to the National Standards, with particular regard to the attendance register, obtaining parents' written consent for outings and ensuring all paperwork for childminding is well organised
- continue to extend the range of resources and activities.

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