



## Inspection report for early years provision

<b>Unique Reference Number</b>	140154
<b>Inspection date</b>	29 September 2005
<b>Inspector</b>	Anne Bernadette Maher

<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 first registered in 1969. She lives with her husband in a house in the Muswell Hill area within walking distance of shops, amenities and public transport. She co-minds with two other childminders from these premises. On the ground floor the playroom, kitchen and dining room are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of three children at any one time. When working with two other childminders she is registered to care for a maximum of nine children under eight years. The childminder always works with her

two long standing co-childminders. They currently care for 14 children, many of whom attend on a part-time basis.

She is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children are given opportunities to develop their health through regular exercise and play. For example they walk to the woods and parks. Children are given frequent opportunities to enjoy a swing, slide and sand tray in the outdoor area, which promotes their coordination and agility. Children's knowledge of healthy living is increased by discussion and clear explanation from the childminder.

Children are cared for in a warm and clean home. They learn the importance of good hygiene and personal care therefore increasing their knowledge and understanding. For example, the children know to put shoes on to protect their feet and enjoy the outdoors. They have a clear understanding of why they must wash their hands before eating and after toileting, in order to reduce the risk of infection.

Children begin to understand the benefits of a healthy diet, healthy options are offered to the children. Children of different ages are able to eat together and contribute in lively chatter. Children can access small sized cutlery, plates and bowls so that they are able to gain independence. Children's knowledge is actively developed at mealtimes, discussion about where food has come from and its benefits are encouraged.

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

The provision is good.

Children are cared for in a spacious home, where risks are identified and minimised. Children learn to keep themselves safe, by listening to simple instruction and copying the childminders actions. Children are able to explain reasons why simple safety tasks, must be completed. For example, tidying toys away, before selecting another, so that the floor is safe to walk on. Children are supportive in helping and reinforce safety practises with each other. For example one child passing a clean tissue to another.

Children select toys from well organised, accessible shelves and boxes in the playroom, enabling them to make decisions and use initiative. Children are familiar with where their favourite toys are and can select them without harming themselves. Children gain independence and a sense of achievement through moving around the room freely and safely. Children arrive in the morning to a welcoming and safe environment, the home is thoroughly checked for safety hazards on a daily basis.

Children's welfare is safeguarded and promoted through policies, procedures and

records. For example, the childminder is renewing her first aid certificate and has a good understanding of child protection procedures in line with the local Area Child Protection Committee Procedures.

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

The provision is good.

Children are settled and relaxed in the childminders home. They move confidently from room to room exploring toys and play activities. Children's likes and dislikes are recorded and acted on, enabling the children's individual needs to be met effectively. A robust settling in procedure is evidence of the atmosphere that exists in the group with the new children content and happy.

Children enjoy and are involved in their play. They use their emerging language with confidence. Children communicate with the childminder and respond well to the attention that they receive. Children are supported in their play if required. Children gain self esteem and confidence from the childminders participation.

Children select toys from a wide range of resources. Children are familiar with the play equipment and enjoy playing with them. For example children play with puzzles, games, small world toys and outdoor equipment. Children make independent choices and access the toys easily. They are introduced to new toys that extend their learning and offer sufficient challenge. For example, one word books to simple sentences, are read to the children. Children spend time with the childminder looking at the book, enabling them to increase their concentration and develop their language.

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

The provision is good.

Children are given time to complete self chosen tasks, for example putting on their shoes, this gives them a sense of fulfilment and achievement. Children are self assured and confident, they offer their own opinions and make choices. Children's creative work is displayed enabling the child to feel valued and part of the family.

Toys and play equipment provided represents themselves and the wider community, encouraging children to have positive attitudes towards others. Children are consistently well behaved and responsive to the childminder. The childminder uses effective strategies for managing behaviour. Children learn to understand right from wrong and play together harmoniously. For example they take turns and show concern for one another.

Children benefit from a sharing of information between parents and childminder. This enables the child to receive consistent care and effective support.

### **Organisation**

The organisation is good.

Children feel secure within the well organised environment, they are relaxed and confident. For example moving from creative playroom to quiet living room for stories. They are confident to make demands on the childminder in the knowledge that their requests will be appropriately met. Parents are told of their children's progress on a daily basis, enabling the child to feel supported.

Children's care and development is supported through the childminders commitment to on going training, and this could be further enhanced through the use of Birth to Three framework. Effective simple guidance is offered to the children, to keep them safe and make progress. For example setting the table together.

Policies and procedures are organised effectively to promote welfare, care and learning of children. Children's information is made available to their parents, which encourages progress and support for the child. This also contributes to continuity in the child's care.

The provision meets the needs of the children that attend.

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

The childminder has taken onboard the recommendations that were made at the last inspection. She was asked to improve the attendance register to include the arrival and departure times of children. She has now got parents permission to transport children in a car. And the first aid box is available and the contents replenished when necessary.

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

No complaints to report.

## **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):

- develop knowledge and understanding of Birth to Three Matters.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)