



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY303071
<b>Inspection date</b>	24 November 2005
<b>Inspector</b>	Teresa Evelina Coleman

<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.
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### WHAT SORT OF SETTING IS IT?

The childminder was registered in 2005. She lives with her husband and 2 children aged 6 and 16. They live in a 3 bedroomed house in Abbey Wood in the London Borough of Greenwich, close to all local amenities. The ground floor is used for childminding. There is a fully enclosed garden available for outdoor play. However, this is temporarily out of use due to the building of an extension.

The family have a Tibetan terrier dog and two guinea pigs.

The childminder is registered to care for a maximum of 5 children at any one time

and is currently minding 3 children who attend on a part-time basis.

The childminder is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a very clean and hygienic environment where good standards of cleanliness are maintained. Consequently they are able to play, rest and relax comfortably.

Older children learn the importance of good personal hygiene through well planned daily routines. The childminder helps them to understand, for example, that they should wash their hands before eating and after using the toilet and that they should take their shoes off while indoors. The childminder is aware of the importance of hygienic nappy changing and disposal procedures in order to prevent cross-infection. Children's comfort is also maintained because she ensures that any spills are cleaned up immediately. Children are protected from health and hygiene risks associated with pets because the childminder has effective procedures in place. For example, the dog is not allowed into the living room when children are present. Children are protected from the risk of the spread of infection and illness because the childminder asks parents not to bring their children if they are ill and notifies them immediately if they become ill while in her care. However, written parental consent for seeking emergency medical advice and treatment is not currently in place.

The children enjoy regular physical activities that contribute to their good health and all-round development. This includes opportunities to join in outdoor activities and use a range of outdoor equipment. For example, slide, climbing frame, bikes and scooters, pop-up tent, as well as bats, balls, hoops and skittles. As the garden is temporarily out of use the childminder ensures that she takes children out regularly, for example, to the local park so that they can have vigorous physical exercise. The childminder's understanding of the importance of walking as a good form of exercise further promotes children's healthy development and helps them to stay fit and well. Babies are encouraged to develop their physical skills because they are able to crawl, pull themselves up on the furniture and move around the room comfortably.

Children's parents currently provide all their food. However, children benefit from the childminder's good understanding of healthy eating because she provides them with healthy snacks. For example, a bowl of fresh fruit is always available and older children are able to help themselves. During the school holidays children are able to prepare their own food, for example, pizzas. Older children are able to help themselves to regular drinks throughout the day and are able to pour their own drinks because the childminder provides them with a jug of mixed up juice. Consequently, they are gaining in independence.

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

The provision is good.

The children are cared for in a safe environment where risks have been identified and minimised. Appropriate safety precautions are in place, for example, the childminder ensures that all dangerous items including cleaning materials and medication are stored out of children's reach. As a result of the attention paid to safety, the children are able to move safely and confidently around the setting and are consequently gaining in independence. Younger children benefit from a well-organised playspace which allows them to play and move around safely. For example, babies can crawl and 'walk' around the furniture in a child-friendly environment.

The children are generally protected from fire safety risks because the childminder demonstrates an understanding of fire safety, for example, she has consulted a member of the fire service about evacuation procedures and has gone through these with the older children. However, the fire blanket is not fixed on to the wall and so could not be used effectively if there is a fire.

Children's safety is further enhanced through the childminder's understanding of appropriate supervision levels in the home and when taking children out. For example, older children are learning about road safety because the childminder talks to them about how to cross the road safely.

Children have access to some age-appropriate toys and activities which are stored in the living room. Resources are in a good, clean condition and the childminder regularly carries out checks on their condition, thus helping to ensure the children's ongoing safety.

The childminder safeguards and promotes children's welfare so that children are protected from harm. She has a good understanding of her child protection responsibilities and of the action to take in the event of a concern about a child in her care. This includes keeping a written record and contacting Social Services and Ofsted. Children are further protected because the childminder teaches children about the possible dangers of talking to strangers.

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

The provision is good.

Children are happy and settled because the childminder provides a calm, though busy environment. They confidently participate in activities and daily routines, appropriately supported by the childminder who knows them well and is sensitive to their individual needs and interests. Their development is progressing well because the childminder is skilled and uses her understanding of the children she is caring for to encourage their development in all areas of play and learning. She is aware of what stage they are at and how best to support them towards the next stage, for example, by laying the baby on an activity mat and encouraging him to explore and investigate a range of activities, thus stimulating his curiosity. Her awareness of activities younger children particularly enjoy, for example, sound and light toys and books, encourages them to practise what they have learnt and to try new things.

Because of the individual attention they receive, young children are growing in confidence and self-esteem.

Older children are able to participate in a range of activities, including arts and crafts, for example making, painting and varnishing clay figures. They are able to choose some resources for themselves and so are growing in independence.

Children are flourishing in a loving environment and enjoy close, affectionate relationships with the childminder who values and respects them as individuals and give them frequent hugs and cuddles. Very good interactions between the children and the childminder ensure that all children, including babies, are developing effective communication skills, because the childminder chats to them and encourages them to repeat sounds.

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

The provision is good.

Effective links are maintained with parents through regular discussions. These provide parents with good information about their child's day, their activities and their progress and achievements. Children benefit from this as it helps to maintain a consistent approach to all aspects of their care. Parents have given positive feedback about the care provided and have commented about how happy their children are with the childminder.

Children are respected and valued as individuals and their individual needs are supported sensitively. As a result they are becoming confident and beginning to develop good self-esteem. The childminder finds out about home routines and children's likes and dislikes, thus making the settling-in process easier. Resources include those that provide positive images of different cultures, including books and dolls. Children are also encouraged to learn about festivals and celebrations from other religions because the childminder researches these and shares the information with the children. As a result they are learning to value diversity and to respect others in the community. The childminder's positive approach to non-sexist play means that children's play opportunities are not restricted by their gender.

The childminder promotes positive behaviour through the frequent use of praise and encouragement, for example, she frequently tells them how well they are doing and how lovely they are! Consequently, the childminder reports that children behave well and are beginning to develop good social skills. Good behaviour is also encouraged by the use of star charts. Children are given a small reward when they behave well, for example, a drawing book or some coloured pencils. The childminder has realistic expectations of children's behaviour and has put some simple house rules in place, for example, not jumping on the furniture or running around the house. Older children feel involved as the childminder consults them when drawing these up. She re-inforces rules consistently with all the children she looks after and, as a result, children are beginning to understand right from wrong.

## **Organisation**

The organisation is satisfactory.

The setting is welcoming and well organised and the children obviously feel settled and comfortable. Some toys are accessible to the children and they are able to select some of their own activities. Space is sufficient and well-organised. Consequently, children are able to move freely and confidently around the ground floor rooms.

The childminder has completed her Introduction to Childminding Course and a Paediatric First Aid course.

Documentation is accurate and is stored safely and accessibly. However, the childminder does not have written parental consent for seeking emergency medical advice and treatment and some records are not stored confidentially.

Documentation is generally well-organised and this ensures that the childminder manages her paperwork effectively. Records are accessible for the parents and this helps to keep them informed about all aspects of children's care.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since 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.
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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):

- ensure that all records are stored confidentially.
- obtain written parental consent for seeking emergency medical advice and treatment.

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)