

Inspection report for early years provision

Unique Reference Number	135814
Inspection date	03 January 2008
Inspector	Jane Davenport
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 good. 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 1999. She lives with her husband, her adult daughter and adult son in a house, which is situated in the Ponders End area of the London borough of Enfield. The whole of the ground floor of the premises is used for childminding and there is a fully enclosed garden available for outdoor play.

The childminder is registered to provide care for three children under eight years, and is currently minding two children on a full and part time basis. She walks with children to the local mother and toddler group and to the library. The family have no pets.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning about good hygiene practices through everyday routines such as washing their hands after using the toilet and after being in the garden. They have their own individual flannels and towels and use liquid soap, all of which helps to minimise the spread of infection.

Arranged visits to the dentist and carefully selected books on the subject reinforce messages about the importance of oral hygiene and looking after their teeth.

Effective systems, such as a sick child policy, are in place to inform parents how children's health is to be protected in the case of an accident or illness. This contributes to children's well-being and the prevention of infections. In addition, records are maintained and shared with parents of accidents and any medication administered with prior parental consent. The childminder has sought written consent from parents allowing her to take steps to seek medical assistance in the case of an emergency; this contributes to children receiving prompt treatment in the case of a serious accident or health condition. Children's health is further promoted, as the childminder is trained in current first aid practice.

Parents provide meals and snacks for their children, and the childminder follows their instructions regarding the storage and preparation of these. She speaks to parents and children about healthy options and gathers all relevant information regarding diet and medical history to ensure that children's dietary and medical needs are met appropriately.

Young children receive lots of warmth and affection; this supports their emotional well-being and gives them the confidence to explore new experiences. Children walk to the local mother and toddler group and library on a regular basis, and this, together with their play sessions in the garden, enables them to gain fresh air and learn to develop a positive attitude towards regular exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a child friendly, well-organised environment, which allows them to move around and play safely, and there are good systems in place for their safe arrival and departure. They have easy and safe access to toys and resources that are stimulating and suitable for their stages of development.

Regular risk assessments are carried out and children benefit from a good range of safety measures, for example, medicines are stored out of their reach and working smoke alarms and safety catches are in place. The childminder has an effective written emergency evacuation procedure, which she practises with minded children on a regular basis

Children are well-protected. This is because the childminder has a good understanding of the physical and emotional signs which could indicate child protection concerns, and the appropriate action to take, in line with the Local Area Safeguarding Board procedures. She has access to current guidelines and literature to support her with recognising abuse; this information contributes to children's safety and is made available to parents, allowing them to be empowered with the correct information, should they require it.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy the good relationships they have with the childminder. They have developed strong, trusting relationships with their carer and this is evident when they seek reassurance through hugs and warm words.

The childminder's enthusiasm for what she does is infectious, and children are excited and motivated to learn and participate fully in the activities provided. For example, she makes the prospect of a weaving activity very inviting to the children; they demonstrate very good hand and eye co-ordination and discuss the shapes of their lacing boards and the 'in and out' motion of their weaving. Other activities are extended by discussing where they found the leaves they have painted and by naming the different colours in English and in the children's home languages.

Circle time is used as an effective way of introducing young children to the five senses, to recognising more complex shapes such as stars, hearts and diamonds and to developing their understanding of opposites, such as 'hot' and 'cold' and 'high' and 'low'. Children enjoy listening to and joining in with the texts of familiar books; their language is extended very well by the childminder using appropriate questioning techniques.

Children's achievements are acknowledged and celebrated; their work is prominently displayed and also put in folders for them to take home and show their parents. This is a very good way of communicating to children that what they do is valued.

Helping children make a positive contribution

The provision is good.

The childminder has a satisfactory understanding of equalities issues. Children's individual needs are known and met well by the childminder because she obtains detailed information from parents in order to ensure that children are provided with consistent care routines. Children are allowed to be themselves, their interests are encouraged and they are respected and valued as individuals. They have access to some resources and activities, which help them to develop their knowledge and understanding of the wider community; however, these are somewhat limited in terms of positive images of gender and disability. Children give recognition to a number of religious festivals and cultural practices, which allows for them to develop a positive insight of others.

Although the childminder is not presently caring for children with learning or physical disabilities, she has a positive and sensitive attitude to ensure inclusion for all children and ongoing support for their families.

Children are well behaved and adhere to the basic rules introduced to allow for them to learn right from wrong. This is enhanced by the childminder developing consistent methods for managing behaviour, which takes into account children's age, level of understanding and maturity. Praise and recognition is used throughout the day and this allows children to develop positive self identities and self worth. The childminder presents herself as a good role model as she talks calmly and clearly to children.

Children benefit from the childminder's commitment to working in partnership with parents. This ensures that children's individual needs are well catered for, and enables parents to play an active role in the care of their child. Information is shared with parents, who receive daily feedback on their child's progress.

Organisation

The organisation is good.

The childminder meets the needs of the range of children for whom she provides. The home provides a secure base for children, which enables them to make informal choices about their play and express their individual needs; they move around with confidence and are able to explore their environment safely.

Record keeping is good. Registers are up-to-date and contain children's hours of attendance. Children benefit from the policies and procedures that are in place, which generally promote their welfare, safety and well-being. The childminder keeps detailed information on children, which enables her to cater for their individual needs well and deal promptly with situations such as contacting parents should there be an emergency. All documentation is kept securely, ensuring that confidentiality is maintained. Children and parents benefit from the childminder's commitment to updating her knowledge through attending relevant training and researching childcare topics on the internet.

Improvements since the last inspection

At the last inspection, recommendations were made for the provider to extend her knowledge and understanding of possible signs of sexual abuse and of caring for children with special needs, and also to provide children with opportunities to attend toddler groups in order for them to gain access to a wider range of provision and develop their social skills.

The provider has since attended child protection training and developed a good understanding of the main categories, signs and symptoms of abuse; she has also read books and carried out research on the internet to improve her knowledge and understanding of caring for children with special needs and is much more confident in this area of her work. In addition, children are regularly taken to mother and toddler groups and to the local library; these improvements have resulted in a higher level of care for children at the setting.

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):

- extend the range of play resources to include more positive images of the wider community

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