

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 137415        |
| <b>Inspection date</b>         | 12 April 2007 |
| <b>Inspector</b>               | Kim Mundy     |
| <b>Type of inspection</b>      | Integrated    |
| <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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

This childminder was registered in 1987. She lives with her adult son in Kenton in the London borough of Brent. The whole of the ground floor and a bedroom on the first floor are used for childminding and there is a fully enclosed garden for outside play. The family has no pets.

The childminder is registered to provide care for a maximum of five children at any one time. She is a member of an approved childminding network and is in receipt of funding for early education for three and four-year-olds. The childminder is currently minding four children under five. This includes one funded three-year-old. She also provides care for one child over eight after school and during the holidays. The childminder walks with the children to local facilities.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children's health and welfare is thoroughly promoted as the childminder maintains excellent levels of hygiene in her home. Children are learning very good hygiene practices, for example, washing hands before and after meals. They are well protected from the sun and rain as parents are required to provide sun cream, hats and boots. The childminder ensures that her home is kept scrupulously clean. Excellent procedures are in place for managing accidents and administering medication. Children receive appropriate first aid treatment as the childminder holds a current first aid certificate. Parents are given copies of all the childminder's comprehensive policies and procedures. This includes her sick child policy which is put in to practice to ensure children are protected from unnecessary illness. Children are very happy, secure and confident because the childminder is extremely attentive. As a result, their emotional well-being is promoted.

Children thoroughly enjoy home made nutritious meals such as lamb curry and rice. They are offered healthy snacks such as yoghurt, fruit and juice. They are particularly keen on the childminder's milk shakes. Each child has their own lunch tray, beaker, plate and cutlery. Children sit comfortably together around the dinner table which is attractively set up with a bright coloured table cloth, their individual lunch tray, beaker, plate and cutlery. Children's individual dietary requirements are catered for and drinking water is available at all times. During the summer months the childminder ensures plenty of drinking water is accessible outdoors.

Children are using their bodies to explore space and they enjoy fresh air and exercise. The childminder sets up the garden to include opportunities for them to plant seeds, dig in the sand, balance on planks, climb, slide, ride and steer wheeled toys. They also have fun playing hop scotch, skittles and blowing bubbles. Children have wider opportunities to develop their physical skills at the toddler group and on outings to the park. They are having wonderful fun and thoroughly enjoy their day.

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

The provision is outstanding.

Children are at ease and feel at home because the childminder has made her home very safe and secure to enable children to explore, make choices and investigate their surroundings. Their individual needs are met very well because the childminder has a range of suitable and well maintained furniture and equipment such as high chair, travel cot and buggy.

Children feel very safe and secure as the childminder has taken all necessary steps to minimise possible risks on the premises. For example, children practise regular fire drills which are clearly recorded and very thorough risk assessments are carried out on the premises. Children are learning to take responsibility to keep themselves safe as they walk to and from school as the childminder teaches them about 'road safety' and they help to tidy up the toys and resources.

Children's welfare is safeguarded as the childminder has attended child protection training. She is fully aware of her role and responsibilities in child protection.

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

The provision is outstanding.

Younger children are making excellent progress in their development because the childminder has a very good knowledge and understanding of the Birth to three matters framework. The progress of children under three-years-old is linked to the aspects of the Birth to three matters framework, for example, the competent learner.

Younger children are using their senses to explore as they listen to music, sing simple rhymes and investigate the treasure basket which contains objects of different textures. They involve the childminder in their play and they receive lots of warm and individual attention which enables them to successfully extend their learning.

Nursery education.

The quality of teaching and learning is outstanding. All children are making excellent progress in their development because the childminder has a very good knowledge and understanding of the Foundation Stage of learning. She plans a well balanced and exciting curriculum which engages the children's interest. Children have their own individual assessment file which contains photos, art work and reports about their progress. Funded children's progress is securely linked to the stepping stones of the six early learning goals.

Children are developing their independence skills as they make choices about what they want to play with. They are developing their fine motor skills as they use tweezers to put coins in the jar. They are finding out how things work and why things happen as they play with telephones, tills, magnifying glasses and programmable toys. Whilst playing with a toy washing machine, a three-year-old child exclaims 'It doesn't work, I need a battery from Daddy!'. Children are caring for living things as they plant cress and tomato plants. They study the life cycle of butterfly and frogs, and talk about animals who live in the sea.

Children are developing a keen interest in early reading as they thoroughly enjoy story time. Their current favourite story is 'Dear Zoo' and they also enjoy 'Going on a bear hunt' and 'The tiger who came to tea'. More able children use their imagination as they make 'story boxes'. They decorate their boxes and make props to use at story time, for example, 'The ugly duckling'. Children thoroughly enjoy writing and drawing. Children are able to draw and write recognisable pictures, letters and words. They write letters to thank the childminder for their birthday and Christmas presents. On 'World Book Day' the book tokens are given to parents to choose books of their own choice with their children. Children are learning about technology as they use different programmes on the lap top.

Children are developing their creativity as they paint in various ways, stick with a wide range of materials such as glitter. Children spend time learning about colours, numbers and shapes. They are developing their problem solving skills as they explore volume in the water and sand

play, build with bricks and complete puzzles. Children are able to make excellent progress in all areas of their development.

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

The provision is outstanding.

Children's spiritual, moral, social and cultural development is fostered. Children are full of confidence and self-esteem. Having had their nappy changed they burst in to the play room exclaiming 'I'm back!'. Children's behaviour is very good, they clearly know what is and is not acceptable. The childminder updates her knowledge of managing a wide range of behaviours though attending training courses. Children are able to relax during quieter times of the day, for example, as they look at books and listen to stories. They are learning about other people's cultures and beliefs as they celebrate a variety of festivals and play with a wide range of toys such as puzzles, books and dolls which reflect ethnicity, gender and disability. They thoroughly enjoy listening and dancing to music from around the world, for example, Turkish and Jamaican music.

The childminder has experience of caring for children with learning difficulties and /or disabilities and she continuously updates her knowledge by attending training courses.

Partnership with parents of funded children is outstanding. Every year parents meet with the childminder to discuss their child's progress towards the stepping stones of the early learning goals. Children's routine, activities and achievements are shared with parents daily. All parents receive ongoing feedback about their children's progress. The childminder has devised and implemented many policies and procedures to support her work with parents. Lots of information is available to parents in files and on the notice boards. The childminder is extremely warm, kind and caring towards the children who clearly enjoy the time they spend with her. Parents are extremely positive about the care provided, comments include, 'You have been fantastic'.

### **Organisation**

The organisation is outstanding.

The childminder is extremely knowledgeable about child care and development. She is impeccably well organised and consequently, children are very happy, confident and secure in her care. Her home is set out to provide a very stimulating learning environment for young children and they enjoy the free choice of activities.

The childminder has excellent record keeping systems in place to maintain this high standard of child care. She has developed comprehensive policies and procedures to support her work in caring for the children.

The childminder is passionate about her role and responsibilities towards the children who are extremely well cared for. They are having a marvellous time as they learn and develop in this safe, secure and homely environment. The childminder meets the needs of the range of children for whom she provides.

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

At the last inspection, the childminder was required to ensure that the accident and incident records include a separate entry for each child involved in an accident or incident. The childminder has implemented new systems to ensure separate entries for accidents and incidents. The childminder was also required to ensure that when relatives' children are minded by the childminder, they are included in the maximum numbers of children; the daily attendance record of the children looked after on the premises must include details of the relatives' children. The daily attendance record now contains the necessary details. Therefore, children's safety and well-being are promoted.

### **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 AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)