

Inspection report for early years provision

Unique Reference Number	146879
Inspection date	05 June 2007
Inspector	Cheryl Langley

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 registered in 1997. She lives in Loughton with her husband and three children aged 16, 13 and 11. The whole of the house is used for childminding and there is a garden for outside play. She is registered to care for a maximum of four children at any one time and is currently minding three children at various times. She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children take part in activities which contribute to their health and enhance their physical skills. They play in the garden, walk to and from school and visit local parks regularly to benefit from the fresh air. Children learn to co-ordinate their bodies. For example, they are encouraged to reach out and explore the stimulating activity toys. Children enjoy making noises with the rattles and musical instruments. More able children use their hand and eye co-ordination during ball games or art and craft activities. They have fun making models with boxes or creating cards.

Children are aware of the importance of good hygiene and personal care. They are cared for in a welcoming, clean home. Children know why they need to wash their hands at appropriate times. They share interesting books which promote a healthy lifestyle and talk about ways to keep fit and healthy. Good policies and procedures support the childminder's practice. This enables her to act in the children's best interests to keep them healthy or care for them if they require medical attention.

Children are beginning to understand the benefits of a healthy diet. They know which types of food are good to eat. Children have access to drinking water and are encouraged to eat a balanced diet. The childminder takes account of the wishes of parents. She works with them closely to provide nutritious snacks and meals that appeal to the children as well as meeting their dietary needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is a high priority. The childminder carries out regular and thorough risk assessments to ensure there are no hazards in her home that may harm them. They move around safely and freely to play and rest. This promotes their independence and gives them a sense of belonging. Through example, routine and discussion the children learn to protect themselves. They take part in the fire drill, follow codes to cross the road and take turns on large play equipment to avoid accidents. For example, they know that only one child can play on the trampoline at any one time to play safely. Children are aware not to approach dogs or strangers and to stay close to the childminder on outings. All of the required procedures and documents are in place to support the children's safety. For example, parents agree to authorise the collection of their children by adults that are known to the childminder.

The children's welfare is safeguarded. The childminder has a good knowledge and understanding of child protection issues. She has attended training in this area and has information regarding the Local Safeguarding Children Board. This will enable her to contact the necessary agencies should she have a concern about a child in her care. However, she does not have a copy of the government summary 'What to do if you're worried a child is being abused' to ensure guidelines are adhered to. There is therefore, the possibility, that confidentiality and the child's protection could be compromised.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a variety of interesting play and activities. They are able to choose their play as well as being offered planned activities to stimulate and challenge them. This ensures they have a range of experiences to develop their knowledge and skills. The childminder is attentive. She is aware of the children's different abilities and gives them appropriate guidance and support so that they rise to challenges and develop.

Children enhance their knowledge and skills. For example, they express their feelings and experiences through role play and art and craft activities. Children enjoy using the play figures and home-play toys. They paint and draw freely on large sheets of paper or make junk models. More able children practise counting to mark their place on board games. Younger children learn to count in sequence as they recite nursery rhymes and simple songs. Children match patterns and colour to play cards and complete puzzles and jigsaws. They are aware that books

provide information as well as stories for pleasure. Children read their books for school homework and learn to spell words.

Children become adept at using technology. They enjoy computer games and operate activity toys with buttons, levers and switches. Children learn about the environment. They sort items for recycling and tend their sunflower plants and watch them grow. Language and communication skills are promoted through talking and listening. The children talk about their day and achievements with the childminder and their peers. They learn to communicate through sounds, expressions and gestures. The childminder interacts with babies to encourage speaking and listening. She sings to them and talks about the toys she offers for children to explore with their senses. They have fun ringing bells and shakers, feeling different textures and looking at their faces in mirrors.

Their confidence and self-esteem is developed by the childminder. She gives them praise and encouragement at appropriate times. Children's sense of belonging is promoted. The childminder knows them well and values their achievements which she shares with parents. Children are given responsibilities to be independent, such as assisting with tidying up, pouring drinks or helping to lay the table.

Helping children make a positive contribution

The provision is good.

The childminder provides a range of activities and meaningful resources to promote a positive view of the wider world. Books, dolls and activities to celebrate festivals increases children's awareness of diversity and their understanding of others. The children enjoy eating Chinese food to celebrate Chinese New Year and making cards for anniversaries.

Children are valued and respected. Their individual needs are met. They follow their daily routine which is discussed with parents. Good strategies are used by the childminder to manage behaviour. As a consequence, children are learning to behave well. They are aware that their behaviour has an impact on others. Children share, take turns and are polite, remembering to say please and thank you. They make positive relationships. Children feel comfortable and relaxed with the childminder and play well with the other children. The childminder works closely with parents and others to support children with learning and or physical disabilities.

Children benefit from a strong partnership between the childminder and parents. They exchange both written and verbal information frequently. Contracts, policies and procedures are reviewed regularly. The childminder keeps a diary to record the achievements and routines of children. This helps keep parents informed of how their child's needs are being met and their developmental progress. The childminder values feedback from parents to support her provision and make sure the children receive consistency in their care.

Organisation

The organisation is good.

The children's needs are met through effective organisation and good communication with parents. Space and equipment is prepared so that children can access resources easily and independently. This enables them to make choices about their play. A balance of child-led activities and organised play ensure children have a range of different enjoyable experiences whilst they are with the childminder. They follow routines and receive support which makes them feel secure and relaxed. Children play, eat, sleep and rest as they need to.

Documentation is stored securely and information shared appropriately with parents. All of the required policies and procedures are in place to help keep children healthy and safeguard their welfare. Children benefit from the childminder's knowledge and experience which she continues to update with relevant training. She has a National Vocational Qualification Level 3 Certificate in Early Years Care and Education and a current first aid qualification. Overall the needs of all the children are met.

Improvements since the last inspection

At the last inspection the childminder agreed to update documentation to support the health and safety of the children and the partnership with their parents. Parental consent is requested, at the time of placement, to seek any emergency medical treatment or advice in the future. Details of those authorised to collect children in the parents absence is provided and records of the arrival and departure times of the children are maintained.

She also agreed to develop an appropriate range of activities and provide resources that promote equality of opportunity and anti-discriminatory practice. Children share books and play figures, have discussions about diversity and take part in planned activities to encourage the knowledge and understanding of the wider world.

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

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):

- obtain a copy of the government booklet 'What to do if you're worried a child is being abused - summary'.

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