

Inspection report for early years provision

Unique Reference Number	EY136972
Inspection date	13 March 2008
Inspector	Susan Ennis / Paula Jane Hayhow
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 2003. She lives with her husband and three children, one adult and two aged 15 and 14 in Tower Hamlets, London. The whole of the ground floor and one bedroom of the childminder's maisonette is used for childminding.

The childminder is registered to care for a maximum of two children at any one time and is currently minding two children under five all day. The childminder can walk to local schools to take and collect children. She attends the local parent and toddler group. The family has no pets.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and comfortable home environment. Their health is effectively promoted as the childminder follows good hygiene procedures, such as cleaning floors and all areas of the house used by the children on a daily basis. A written illness and medication policy and individual flannels and towels protect the children further as they help in preventing

cross-infection. As permission to seek emergency medical treatment is in place and the childminder is trained in first aid children are also protected in an emergency situation. Children understand simple, good health and hygiene practices because they are encouraged by the childminder to, for example, wash their hands before eating and after using the toilet. They are also encouraged to cover their mouths when they cough together with conversations about the importance of these practices.

Children participate in a varied range of physical activities, contributing to their good health. The childminder ensures that there are daily opportunities for outdoor activities, such as walks to the local library and children's centre and playing in the well-equipped park on the swings and slide. Children also enjoy dancing to Bengali and Hindu music developing their coordination and spatial awareness. Their fine manipulative skills are developing as they play with small world resources and shape sorters. Children's rest and sleep patterns are fully accommodated because the childminder is very aware of their individual needs and builds quiet times into the daily routine.

Children are well nourished with healthy snacks and meals, such as rice and chicken and fresh fruit, promoting their growth and development. The childminder has attended a food hygiene course increasing her knowledge of food preparation and enabling her to provide healthy foods that are, for example, low in salt and preservatives. Children independently help themselves to drinks as and when they want them increasing their knowledge about their own bodily needs. Their individual dietary requirements are fully discussed with the parents and adhered to at all times by the childminder.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, safe environment in which they are able to move around independently and freely. The floor is covered with a sheet making it comfortable for the children as they sit and play on the floor. The childminder carries out informal risk assessments and takes effective steps to minimise the hazards, for example, sockets are protected with covers and safety gates are in place limiting children's access to the stairs and kitchen. However, low-level glass is accessible to the children potentially affecting their safety. The childminder regularly checks that the smoke alarms are working and practises the emergency evacuation procedure with the children ensuring that all are aware of what to do.

Children learn about keeping themselves safe as they are encouraged to learn, for example, about road safety, discussing the colour of traffic lights and when it is safe to cross the road. They are also learning about hazards in the home and know not to jump on the furniture in case they fall and hurt themselves. Children are able to independently select activities from a good quality range of toys and equipment. The childminder sensitively supervises the children's choices ensuring that they are both safe and appropriate for their age and stage of learning. Resources are regularly checked and cleaned ensuring that they remain safe and suitable for the children to enjoy playing with.

Children's welfare is effectively promoted because the childminder has a competent understanding of the child protection procedures having attended child protection training increasing her knowledge. She has a written policy explaining the procedure to be followed and the local contact numbers for concerns. She ensures that the children are always her main priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, settled and interested in their play. They relate well to the childminder who extends their play and learning experiences, for example, by asking open ended questions such as 'What's that?' when looking at a picture of a mouse, providing challenge and furthering the children's thought processes. The childminder also challenges the children by supporting them in newer activities. For example, whilst playing with a shape sorter that the children find more difficult the childminder moves her hands indicating which way the shape should be held to make it fit. When they manage to post the shape through the correct hole the children clap themselves in delight. Children can participate in all the activities because the childminder uses her good knowledge of child development to adapt activities encouraging all to become involved. Younger children are given more hands on support whilst older children are supported more verbally. Whilst playing with a frog shaped musical instrument the childminder shows the children how to run a stick down the frogs back to make a croaking sound. This children copy and then smile happily when they also manage to make the noise. For this they also receive a 'well done' from the childminder building their confidence and self-esteem.

Children are stimulated by the broad range of activities provided. The childminder uses her good knowledge of the 'Birth to three matters' publication and Foundation Stage curriculum to develop children's skills in all the areas of development. Their imagination skills are developing through role play situations and playing with small world resources such as dolls and cars. Whilst lining up cars in a box, children pretend to fit a play figure into the car and whilst playing with a toy phone put it to their ear and say 'hello'. Craft activities such as play dough mixed with glitter and food colouring develops the children's creative skills as well as their sense of touch and texture. Their mathematical thinking is also extended by weighing and measuring the ingredients for the play dough. They are developing their knowledge and understanding of the world as they try to hook a fish using a magnetic rod and make pictures from leaves collected whilst out walking. Children make positive relationships with others often visiting the local toddler group developing their social skills and interaction with others.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. The childminder ensures that she is aware of the children's individual needs and meets them appropriately. Daily conversations take place ensuring that parents are fully informed about their child's development and care. The children demonstrate a trusting and caring relationship with the childminder coming to her for security and reassurance when needed, for example, snuggling into the childminder for a hug when they feel tired. Children's behaviour is good, being reinforced by the childminder's written policy discussed with parents and her secure understanding of consistent and age-appropriate strategies such as, discussion, distraction and positive praise. Children understand the ground rules and what is expected of them as they know, for example, to take their shoes off on arrival and the appropriate use of please and thank you. Children are also learning to share, take turns and be friends.

Children's understanding of the wider community is actively encouraged by the childminder who provides a positive range of resources and activities that promote our society such as, books, musical instruments and puzzles. However, resources reflecting those with disabilities are limited. Children's understanding of the wider society is further developed as they discuss different festivals such as Eid and Chinese New Year. Although the childminder has no experience

in caring for children with disabilities and/or learning difficulties she has attended some training and is able to effectively care for all children discussing the level of care required fully with parents and meeting each child's needs.

Children are confident and secure because the childminder has developed a positive relationship with parents. She welcomes parents into her home and takes time to discuss their child's needs ensuring that they are directly involved in their child's care and development. A settling-in procedure enables all issues to be fully discussed at the start of the placement providing continuity for the child. Effective systems for sharing information such as an informative portfolio containing, for example, the complaints procedure ensures that parents are well informed about the childminder's working ethos. Positive comments received from parents confirm that the childminder is 'helpful, reads good stories and helps the children with their name recognition.'

Organisation

The organisation is good.

The childminder effectively organises her work, helping children feel comfortable, relaxed and secure. They are confident often initiating their own play and learning. The individual needs of all the children are met by the childminder through her procedures and policies, ensuring that most relevant information is in place. However, as children's actual times of attendance are not always consistently recorded this potentially leads to misunderstandings with the parents and affects the children's welfare.

The childminder uses her good range of childcare knowledge to assist her in planning a safe, stimulating and caring environment for the children. She ensures that the children are offered a varied range of activities that all are able to participate in, encouraging their development in all the areas of learning as well as their independence and self-esteem. The childminder continually attends further training updating her knowledge therefore enabling her to offer better care for the children in her care. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the childminder was asked to maintain a first aid certificate which she now has ensuring the children's welfare further. She was also asked to ensure that all records were available for inspection including police checks for all people over sixteen years of age living in the household. These are all in place ensuring the children's further safety.

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):

- ensure that any low level glass is made safe
- improve the toy resources to reflect equality of opportunity and increase children's understanding of the wider world. Refers to resources reflecting those with disabilities.
- ensure that the attendance register records exact times of children's arrivals and departures.

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