



Inspection report for early years provision

Unique Reference Number	EY263595
Inspection date	06 February 2006
Inspector	Audrey Opal Ufot

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.
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WHAT SORT OF SETTING IS IT?

The childminder was registered in 2003. She lives with her son aged 15 years in Willesden in the London Borough of Brent. The whole of the flat is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time and is currently minding two children, one full-time and one part-time after school.

There is a pet dog that is a half Yorker and half Jack Russell.

The childminder attends the local crèche and parent and toddler group. 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's good health is well promoted as the childminder maintains good hygiene throughout her home. Young children are learning the routines for good hygiene practices because the childminder wipes their hands and face before and after snack time. Older children wash their hands independently before eating and after using the toilet. They are well protected from unnecessary illness as the childminder has procedures in place to help stop the spread of germs. For example, a blanket used by young children for comfort is kept clean at all times. Children's care needs are met in emergency situation as the childminder has through procedure in place to record medication, incidents and accidents.

Young children are provided with nutritious and well balance breakfast; mid-morning and afternoon snacks take place in warm relaxed surroundings where children are able to sit eat and drink comfortably. They are beginning to develop good independence as they feed themselves with the childminder praising them for finishing their snack. Children can access drinking water throughout the day; they have their own individual drinking beakers and cups.

Children's care needs are well met. For example, the routine is flexible to meet the individual needs for sleep, rest and play. Children are happy, confident and very much at home. They enjoy a lot of fresh air and exercise. For example, the childminder provides a range of physical activities in the garden and takes children out into the local community for walks, school runs, parks and fun times in various toddler and play groups. Resources, such as a trampoline, slide, balls and bicycles, ensure that children are developing good physical skills while learning about their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The space has been organised to help children to explore independently and to rest, eat and play comfortably. There is a good range of toys and equipment, which means that children's care and developmental needs are well met. Toys and resources are set out attractively and safely inviting and enticing younger children to play. The childminder has adequate arrangements in place to ensure children's safety by checking the toys and equipment regularly.

The children are cared for in a child-focused environment where some risks emergency escape plans have been devised and practiced with the children. This helps them to keep safe. Smoke alarms and a fire blanket are in place. However, the fire blanket is not fitted according to the manufacturer's instructions and this could

comprise children's safety in an emergency.

The arrangements for children's sleep and rest have been discussed and agreed with parents to ensure that children's needs are met. The childminder monitors children's sleep for their safety, and noise is kept to a minimum for their comfort. Children's welfare is protected through the childminder's good understanding of her role and responsibility in child protection. For example, she is aware of the indicators of abuse and the procedures for reporting any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children have a lot of fun as they play enthusiastically with a good range of toys and resources which fully promote their learning. Young children are beginning to develop their vocabulary. The childminder asks children questions to help them recall; she chats to them and they read for homework purposes. She responds to their interest in books as they repeat simple names of animals, such as birds. Children's recalling skills are being developed as the childminder looks through books with them. They enjoy listening to a range of stories such as 'Poorly Bear' and have good opportunities to practise their early mathematical skills when counting through number puzzle. Children are spoken to in a warm caring manner. Their self confidence is enhanced as they are frequently praised and encouraged; as a result, they behave appropriately. Children are becoming independent as they choose their toys and play materials; their choices are supported by the childminder.

Children play and have ample opportunities to socialise and mix with other children and adults. They enjoy a secure, warm and caring relationship with the childminder. As a result, they are happy, confident and motivated to learn.

Children enjoy visits to local parks, story times at the library and daily attendance at primary school. This provides many good learning experiences to the children. They are making good progress in all areas of their development as the childminder has a good understanding of how children learn have fun and develop through play.

Helping children make a positive contribution

The provision is good.

The children are relaxed and happy at the childminder's home. They settle well and are made to feel very welcome. For example, each child is welcomed by their name. Children are fully engaged in meaningful play; as result, their behaviour is good. The childminder uses age-appropriate positive strategies to manage any difficulties that may arise, for instance distraction techniques to engage children in other activities. This works very well as this teach children to play co-operatively with each other, and they are beginning to learn to share and take turns. Children are developing a positive self-image of themselves as the childminder offers praise and encouragement in their daily activities. For example, she gives the younger children good praise when they fit number one in clock puzzle, and older children - at reading

session time.

Through the variety of resources provided, children are developing a positive view of the wider world. For example, children have access to a variety of books and musical instruments that represent people of different cultures. Children are valued and their individual needs are met because the childminder spends time getting to know them well. Children with special needs are welcome in the childminder's home as she has a positive attitude towards this area of childcare and work in partnership with parents.

The required documentation is shared with parents and children receive appropriate care as the childminder discusses and records individual care arrangements with parents. Children are very happy and content because the childminder has very good relationships with parents. They work together to meet the child's individual care and developmental needs. Clear information is made available to parents about the childminder's approach to aspects of children's care. They are kept well informed about children's learning and general wellbeing.

Organisation

The organisation is good.

The home is well organised to allow children the freedom to explore and move safely. Children are happy, confident and feel at home as they receive a lot of warm individual attention to promote their emotional wellbeing. The indoor and outdoor environment is laid out to make the most of the available space and maximise children's play opportunities. They are able to make their own choices and freely select toys independently. This supports children in developing their independence and confidence.

Children receive continuity of care as their routines and achievements are shared between parents and the childminder. Documentation is very well organised. The childminder keeps all the required records that contribute to children's health, safety and wellbeing, which are shared with parents. Children enjoy the time they spend with the childminder as she has a sound knowledge and understanding of caring for children. The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

This is the provider's first inspection.

Complaints since the last inspection

There are no complaints to report. 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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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 the fire blanket is fitted according to the manufactures instructions.

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