

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY335910               |
| <b>Inspection date</b>         | 06 June 2007           |
| <b>Inspector</b>               | Teresa Evelina Coleman |
| <b>Type of inspection</b>      | Childcare              |
| <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

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 lives with her husband and two teenage children aged 17 and 14 years in a three bedroomed house on Thamesmead in the London borough of Greenwich. The whole of the ground floor is used for childminding. The bathroom is on the first floor. The childminder's son's bedroom is used for sleeping. The main bedroom is not used for childminding. There is a fully enclosed garden for outdoor play. There are no pets.

The childminder is registered to care for a maximum of six children at any one time. Of these, three children may be under five years and, of these, one may be under a year at any one time. There are currently four children aged under five years on roll, of whom one child attends on a full-time basis. The childminder also looks after two school aged children after school.

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 are cared for in a clean, hygienic environment where they are able to play, rest and relax comfortably. They are beginning to learn about the importance of good personal hygiene through well planned daily routines. For example, they understand that they should wash their hands before meals, after using the toilet and after playing outside. Children are learning to take some responsibility for their own personal care. For example, the childminder reminds them to wash their hands after using the toilet and reminds them to do so by putting a sign up in the bathroom and providing liquid handwash.

The childminder protects children from the risk of the spread of infection and illness by maintaining good standards of hygiene and by ensuring that effective procedures are in place. For example, there are hygienic nappy changing and disposal procedures in place. Children are also protected from the risk of illness as the childminder has a written sick children and exclusion policy that requests that parents keep their children at home if they are unwell.

The children benefit from a range of appropriate physical activities which contribute to their good health and all-round physical development. Children enjoy regular opportunities to use outdoor play equipment in the garden including a play tunnel and small bouncy castle. This means that they are able to practise and develop their physical skills. Children's health is further promoted because the childminder understands the benefits of fresh air and exercise. For example, she understands that walking is a valuable form of exercise. Consequently, the children's routine includes regular walks, for example, when taking older children to and from school.

The childminder's very good understanding of healthy eating benefits children because she is aware of the importance of using fresh ingredients including fruit and vegetables, when preparing meals. Children enjoy relaxed meal-times. Meals are home-cooked and nutritious, for example, chicken casserole with rice and mixed vegetables. Menus are planned and varied and are displayed for parents to see. The childminder takes account of parents' wishes, respects all cultural and religious dietary requirements and seeks information about any allergies. Children are offered regular drinks throughout the day and this helps them to stay healthy.

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

The provision is good.

The environment is child-friendly and welcoming. It is enhanced by the use of colourful charts and posters on the walls in the play area. Consequently, children are comfortable and at home in their surroundings. They have some opportunities to make choices because they have access to a range of age-appropriate toys and activities, including a selection of books. The childminder ensures that she varies the selection of activities regularly so that children experience a balanced range of activities that promote their development and learning in all areas. Toys and equipment are of good quality and regularly checked to ensure that they are in good condition. This helps to ensure the children's ongoing safety.

The childminder is aware of the need to provide a safe environment indoors, outdoors and when taking children out. Regular risk assessments are carried out and, as a result, children are cared for in a safe environment where risks have been identified and minimised. For example,

medication and sharp knives are safely stored and inaccessible to them, radiators are covered and a safety gate is in place at the entrance to the kitchen. However, although the childminder has two fire blankets, neither is fixed up on to the wall. This means that they cannot be used effectively if there is a fire. Children's safety is promoted through the childminder's understanding of appropriate supervision levels. For example, she ensures that the safety gate is closed while she is preparing lunch in the kitchen. As this area is adjacent to the play area, she is able to fully supervise the children, while cooking.

The childminder safeguards and promotes children's welfare because she understands her child protection responsibilities. She has drawn up a clear written policy that details the action to take in the event of a serious concern about a child in her care.

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

The provision is good.

Children settle well at the childminder's home because she is friendly and welcoming towards them and greets them warmly as they arrive. Children obviously feel comfortable and make themselves at home, for example, as they make pictures with leaves they have collected. Children's language skills are developing well because the childminder encourages them to talk about what they are doing, thus extending their vocabulary. For example, she asks them what colour their leaves are and asks them to count them. Children are beginning to recognise their names because the childminder writes their name on their pictures. The children clearly enjoy their activities and enjoy talking about what they are doing. Children's confidence and self-esteem are further promoted because the childminder regularly praises them.

The childminder draws up a written plan of activities that covers all areas of children's play and development. This helps to ensure that children are provided with an interesting balanced day. This includes free play, quiet activities, outdoor play and regular outings to a drop-in centre and music sessions. The daily routine also includes time for rest, meals and snacks. Children enjoy the one to one attention the childminder gives them. They benefit from her understanding of the varying play needs of children of different ages and from opportunities to make independent choices. Good interactions between the children and the childminder as they play together ensure that children are developing effective communication skills and becoming confident. Children enjoy affectionate relationships with the childminder who values and respects them as individuals and is sensitive to their needs.

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

The provision is good.

Effective links are maintained with parents through regular discussions about all aspects of their children's care. This provides parents with information about their child's day and their activities. Children benefit from this as it maintains a consistent approach to all aspects of their care which helps to ensure that they feel settled and secure. The childminder keeps individual folders for each child. These contain dated examples of their work and provide parents with a record of their child's progress and achievements. Parents are also well-informed about the setting because the childminder has drafted some policies and procedures which provide clear information about the service she provides. Children benefit because any care issues can be addressed and resolved at an early stage.

Children are supported sensitively while at the setting as the childminder understands the importance of valuing and respecting all children as individuals and of meeting their needs

accordingly. As a result, children are becoming confident and developing good self-esteem. Children are beginning to learn to respect others in the community because the childminder helps them to value each other's similarities and differences. She does this by providing resources that teach them about other cultures. These include books, dolls and puzzles. All children have equal access to all provision. Consequently, they are encouraged to develop non-stereotypical views about gender. The childminder has a positive approach to caring for children with learning difficulties and/or disabilities. She is aware of the need to provide an inclusive service where all children are welcome.

Children behave well because the childminder is consistent and has realistic expectations of their behaviour. For example, she encourages children to say please and thank you. Children are learning to understand right from wrong and are becoming self-disciplined because the childminder encourages good behaviour by being a good role model for them. The childminder also promotes positive behaviour through praise and encouragement.

### **Organisation**

The organisation is good.

The setting is warm and welcoming and enhanced through the use of colourful and informative posters and charts. Good play space is available in the living room and dining room/play room. Consequently, children are able to move around the setting safely and confidently. They enjoy opportunities to make choices and select activities for themselves because of the effective organisation of resources. They benefit from regular routines which include time for meals, rest, outings and outdoor play. The children are happy and settled and enjoy their time at the setting.

Documentation is well-maintained, stored confidentially and is easily accessible. Most necessary records are kept and are accurate and up-to-date. However, the childminder does not currently obtain prior written parental permission for seeking emergency medical advice/treatment. The childminder is aware of the need to keep a record of complaints. However, although she has a written complaints policy which is shared with parents, it has not been updated to reflect changes made in October 2005.

Overall, the provider meets the needs of the range of children for whom she provides

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

Not applicable.

### **Complaints since the last inspection**

Since registration 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):

- improve fire safety by fixing the fire blanket on to the wall, so that it can be used effectively if there is a fire
- obtain prior written parental permission for seeking emergency medical advice/treatment for all children
- review written complaints policy.

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)