



Inspection report for early years provision

Unique Reference Number	137203
Inspection date	25 January 2007
Inspector	Sarah Morfett

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 2000. She lives with her two children aged nine and six in Chislehurst, in the London Borough of Bromley. The whole ground floor of the childminder's house 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 part time. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a hamster

The childminder is a member of Bromley MENCAP Childminding Network and supports children with Learning Difficulties and/or Disabilities (LDD). She is a member of an approved childminding network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment where they learn good personal hygiene routines from an early age. For example, they always wash their hands after going to the toilet and before and after eating. As they do this they talk about 'making hands clean' and 'getting rid of germs'. The childminder supplies the resources to make the strong routines effective, such as, anti-bacterial soap and using their own towels to dry their hands on. They sing 'this is the way we dry our hands' to make sure they are thoroughly dry before continuing to play.

Children learn about spreading germs as the childminder reminds them to catch their cough or sneeze, meaning put your hand over your mouth, tissues are close by and they dispose of them hygienically. Children's health and well-being is promoted because there are systems in place to record accidents, administer medication and an effective sickness policy means the children are kept safe from the risk of cross infection.

Daily vigorous activities ensure the children have regular exercise. Each day they walk to and from school and have access to wheeled toys inside the home. They move these around themselves negotiating obstacles well; therefore, they learn to control their bodies. They make the most of the local environment. For example, trips to the park, frequent attendance at local toddler groups and activity centres, feeding horses in the fields, walking in the woods and going on bug hunts mean they benefit from a very active lifestyle.

Children develop a good understanding of healthy eating because they are offered a good range of food which enables them to make healthy choices. They are involved in all aspects of feeding themselves as they independently spread margarine on their own toast and join in making healthy soup for lunch. Access to drinks is established well as their cups are always within reach and refilled regularly. Consequently their understanding of healthy eating is promoted very well.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are extremely well settled in the childminder's care. They play in a warm and welcoming home in which all hazards have been minimised. Therefore, they move around with ease and confidence making themselves at home. The extensive range of toys and resources are displayed invitingly for them to independently make selections from. Furniture and equipment is in very good condition and the childminder ensures they conform to current safety standards. Children benefit from the extremely good condition of all resources.

Children's safety and well-being is highly valued. Extensive risk assessments are completed in the home as well as out, for example, before children go on a trip the childminder checks the venue to ensure that their safety is paramount whilst they are there. There are excellent safety measures taken on the outings because of systems developed by the childminder. For example, the children wear wrist bands with the childminders contact details on them ensuring they are

reunited quickly and safely if a child were to be lost. The childminder carries a card to say she has minded children with her and who to contact if she were to have an accident. These measures ensure that children are extremely well protected.

Children learn how to keep themselves safe as they join in with regular fire evacuation procedures. They discuss how to be safe as they walk too and from school, children say they must hold hands and look both ways before they cross the road.

The childminder has an outstanding knowledge of safeguarding children. She demonstrates clear understanding of what she would do if she was concerned about a child in her care and communicates this to the parents via a comprehensive policy. This is backed up by useful leaflets and information which details where to go with any concerns. The childminder is dedicated towards caring for children and protecting them from risk of harm and neglect. Children feel safe in the secure environment and develop confidence to help them make extremely good progress.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children play and learn in a stimulating environment where they are able to make choices about the activities they become involved in. They have a large range of toys and resources which are displayed invitingly around the room and they eagerly select things to play with. Toys are educational as well as fun and they offer the children significant balance and challenge to learn through play. Learning experiences are developed through everyday activities. For example, they are excited by the arrival of some photographs they had been waiting for, they all snuggle up on the settee to look at them and the children proudly put them into an album. They happily show their pictures chatting animatedly about the people and places. Children learn to make connections between different parts of their life experiences.

Children play with a very well resourced treasure basket. This means they can investigate every day objects helping to develop their imaginations. For example, the basket is filled with oranges, lemons and limes and they use their senses to explore, they smell, and touch the fruit, talking about how it feels and what they can smell. They say it feels cold and as they begin to peel the orange they lick their fingers to taste it. Other resources in the basket help the children to experiment with sound; they use wooden spoons and tin lids as drums and become excited as they make noise. The childminder supports this experience with instructions such as 'bang quietly' and 'now loudly' the children follow her instruction, therefore, they begin to learn about sound and rhythm.

Children develop close and warm relationships with the childminder. They look to her for support and guidance and because she offers an immense amount of praise and encouragement they grow in confidence and build self esteem. The childminder ensures she is a good role model to the children so they learn about being kind and polite to each other. The childminder has an extensive knowledge of how children grow and learn through attending many training courses during her years in childcare. Development records are kept for each child and this highlights areas of strength and areas for development. This is then used to plan and extend activities to help them reach their potential. Activities are evaluated to offer the children learning experiences

which are purposeful and motivate them to learn. Children thrive in the stimulating environment and make outstanding progress.

Helping children make a positive contribution

The provision is good.

Children are provided with a meaningful range of toys and resources which promote their understanding of the world around them. For example, they can play with play people from different cultures, see positive images of gender roles reflected in books and puzzles and enjoy music from around the world as they play with a variety of instruments from different countries. The childminder accesses the local toy library to broaden the range of resources for them. Through participating in activities about festivals from different religions and discussion with the childminder the children gain a positive attitude towards people's differences.

All children are treated as individuals. The childminder gathers information about the children's dietary needs, medical requirements and general personal details about each child when they first start. This is regularly up-dated and helps her to cater for their individual needs. Children with LDD are well supported as the childminder has trained to provide special care for these children. There is a good range of resources to help support their learning and enjoyment.

Children behave well in the childminder's care. They know what is expected of them because they are given clear boundaries and house rules. This makes them feel secure and consequently they build confidence and self esteem. Frequent praise and encouragement reinforces their good behaviour. Children make the most of their time at the childminder's. A successful partnership with parents is developed. They receive good, well set out information about the aims of the childminder and a very well developed portfolio keeps them informed of the service provided. Effective systems for feedback on children's routine and general well-being have been developed and ensure the parents are involved in all aspects of their children's day.

Organisation

The organisation is good.

Children benefit from playing in a well-organised environment. They receive good adult support and are able to move about freely and independently. This means they gain confidence and become self assured. They make the most of the play opportunities offered to them and through well thought out activities the children make very good progress. The childminder is dedicated towards caring for children and has developed her knowledge over the years. She holds many relevant certificates in childcare and education and is committed to continuing to keep her knowledge and understanding of current childcare practice up-to-date.

All of the policies, procedures and appropriate documentation are very well-maintained. The attendance register is marked daily and the registration certificate is displayed for parents to see. The childminder has a good understanding of the National Standards. All of the regulations are met. Therefore, 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 asked to up-date her contracts and record headings so as not to confuse the past role of the local authority with that of Ofsted. The childminder has reviewed all of her documentation and this now reflects the correct regulator and has high regard to the Children Act Regulations, therefore, safeguarding all children in her care.

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):

- continue to keep the good level of knowledge and understanding of current childcare practice up-to-date.

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