

Inspection report for early years provision

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<b>Unique Reference Number</b>	403853
<b>Inspection date</b>	23 July 2007
<b>Inspector</b>	Lindsay Ann Farenden
<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 was registered 2001. She lives with her husband and two children aged 7 and 13 years in Morden, the London borough of Merton. The whole of the childminder's home is used for childminding, apart from the converted loft bedroom. There is a fully enclosed garden for outside play.

The childminder is registered to care for five children at any one time and is currently minding two children under eight years on full and part time. She takes children to various parks and toddler groups.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children thrive because their physical, nutritional and health needs are met extremely well, as a result of effective practices carried out by the childminder. Children are cared for in very clean surroundings and the childminder ensures that a high standard of hygiene is maintained in all

areas of the home. She carries out daily cleaning routines, wears gloves to change nappies and washes her hands regularly, which prevents the spread of infection.

Children develop very good personal hygiene routines, as they are taught to wash their hands before meals, after using the toilet and after certain activities. Children learn why they need to wash their hands, because the childminder talks to them about the risk of germs in simple terms that they can understand. To prevent cross contamination each child has their own flannel and towel.

Children benefit from very healthy, nutritious meals and snacks, which include proteins, vegetables and fruit each day. Children are involved in cooking activities, such as making milk shakes with fresh fruit and making fruit salad. This helps children develop an interest in healthy eating styles from a young age. The childminder provides parents with sample menus of the types of foods that she offers children. She gathers all relevant information regarding children's allergies. This ensures their dietary needs are met and they are not given any foods that have an adverse effect on them. Children can help themselves to drinks when ever they want to, as these are kept within their reach. This makes sure they do not become thirsty or dehydrated and helps them to think about their personal needs.

Children's health needs are protected because the childminder has attended first aid training in the past and has a place on a course to up date her first aid certificate in the very near future. The childminder ensures her first aid boxes are very well stocked and always takes a small one with her on outings. This means she is able to attend to minor injuries that may occur. The sharing of the accident record with parents enables them to watch for any further symptoms which may develop. The childminder has requested parental consent to seek emergency medical advice or treatment, so children are safeguarded in the event of a serious medical emergency. Parents give prior written consent for the childminder to administer medication, which ensures children receive the correct dosage according to their needs. The written sickness policy informs parents their children can not be cared for by the childminder when they are ill, to prevent the spread of infectious ailments.

Children have very good opportunities to develop their physical skills and receive plenty of fresh air. They ride wheeled toys, play a very wide variety of ball games, jump on the trampoline and use the slide in the garden. They play games, such as table tennis inside. Children often visit soft play centres and adventure play grounds where they are able jump, climb and develop their balancing skills. Children enjoy visiting parks where they have plenty of space to ride bikes and scooters and are able to play on swings and large play equipment.

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

The provision is outstanding.

Children are cared for in a home, in which the childminder gives very high priority to safety and security. The childminder identifies any possible risks or hazards to children and takes immediate action to ensure they are dealt with promptly and effectively. The use of safety gates at the top and the bottom of the stairs and across the kitchen door, prevents accidents. Children's safety when on outings is also given very high priority. For example, the childminder ensures children wear appropriate restraints when in the buggy, younger children wear reins and they travel in suitable car seats for their age and size. The childminder makes children wear wrist bands with details of her mobile contact number when she takes them out, which makes a speedy reunion more likely should they become lost. Children learn to keep themselves safe as the childminder explains to them about how to cross roads safely and stranger danger.

Children are very well safeguarded because there is a fire blanket in the kitchen and the smoke alarms fitted on every level of the house, all of which are in working order. The childminder has a written fire escape plan, which is practised with the children on a regular basis. This ensures they are fully aware of how to leave the premises quickly and safely. All fire drills are recorded in detail.

Children are extremely well supervised throughout the time they are present, due to the excellent organisation skills of the childminder. She uses space well within her home very well to promote children's play and learning. Children have access to an excellent range of toys and equipment which the childminder makes sure are hygienic, safe and age appropriate.

The childminder has attended training on child protection and has an excellent knowledge of signs and symptoms of abuse. She knows what action to take if she has concerns about a child, which gives top priority to their safety and welfare.

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

The provision is outstanding.

Children are very happy, relaxed and at ease within the homely environment. The childminder is kind and caring towards the children. She clearly enjoys their company and fully embraces herself in their play. The childminder plans and provides a superb range of exciting and stimulating activities which motivates children to learn through play.

Children display high levels of confidence as they decide what to play with from the excellent range of resources set out in the lounge area, drawing materials set out on the dining room table and are able to choose from whatever resources they want to play with stored in the bedroom.

Children are extremely imaginative, as they busily make a meal out of plasticine. They pretend to cook the food using a cooker they devised and then invite the childminder to eat the foods. She gets fully involved in their scenario and has discussions with them about the colours of the foods and how some are healthier to eat than others. Older children play exceptionally well together and are encouraged to consider younger children, when playing with them.

Children enthusiastically play with cars of different sizes and play people and there is constant dialogue between them and the childminder. She encourages their communication and learning, as she talks to them about the different colours and size of the cars. Children enjoy exploring toy airplanes which involve them pressing buttons to make sounds. The childminder then extends this interest by taking them out side to look for real airplanes. Children are encouraged to vocalise, as they sing familiar songs with great gusto. Children have lots of opportunities to develop their number and counting skills through board games and everyday routines, such as counting with the childminder as they go up and down stairs.

Children enjoy an extensive range of activities, which contribute to their creativity, such as playing a very wide range of musical instruments to make different sounds, mould play dough and play with water and sand in trays in the garden, discover different textures as they play with cornflour, painting in various ways, such as printing, making hand prints and brush painting, making models from recyclable materials, then painting them, cooking activities. Children learn about wonderment of nature as they look at tadpoles beginning to develop into frogs and are looking forward to them becoming fully grown and letting them go. Children develop a sense of time, as they change the date, day and the weather conditions on a chart each day.

Children are regularly taken on outings which gives them plenty of further opportunities to extend their knowledge and interests. They visit different farms and zoos and talk very positively about the animals they have seen. Children talk about visiting the library with great relish, where they do drawing activities, choose books and listen to stories. This helps them to develop a very keen interest in books and develop a good awareness of the purpose of libraries. Children have excellent opportunities to experience different forms of transport and environments. For example, visiting the city of London and travelling by tube to get there.

Children have regular opportunities to socialise, as they attend toddler groups. This also enables them to access further art activities, play group games, story and singing sessions.

The childminder has an exceptionally good understanding of child development. She does regular observations on children's achievements, who attend full time and then uses these to complete developmental profiles on each child. The childminder very successfully links what she knows about each child to her written planning based on the 'Birth to three matters' outcomes for children. This ensures planned activities and outings provided help children to fulfil their potential and are well supported to move onto their step of development.

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

The provision is outstanding.

Children benefit significantly from the very good partnership the childminder has with the parents. Children's requirements and individual needs are met because the childminder takes time to find out about their interests, likes and dislikes from the parents when they first start. The childminder implements a settling in period to enable her to get to know both the child and their parents well and to support children with separating from their parents. The childminder is very warm and welcoming to the parents and invites them into the house to help settle their child and to exchange information with them. She gives them verbal feedback about their child's day and also provides younger children's parents with a daily diary, which includes how children have eaten, sleep times, nappy changes and activities they have done. This contributes to the continuity of children's care. The childminder shares with parents her planning and observations of their child's development, which keeps them very well informed of the activities taking place and their child's progress. The childminder also produces a photo album for each individual child, which is given to the parents when they leave. This is a wonderful record of the activities they have done and their developmental progress, whilst at the childminder's home. The childminder provides parents with excellent information about the service she provides through portfolios and policies and procedures. The complaints policy ensures parents are made fully aware of procedures to follow, if they are not satisfied with the service provided.

Children learn about diversity and respect for others, through accessing an absolutely fantastic range of books, toys and posters portraying positive images of race, culture, gender and disability.

Children have very good opportunities to develop positive attitudes towards the cultures and beliefs of others, through meaningful activities and outings. For example, children made Rangoli patterns at Diwali and tasted different culture foods at the drop in centre. At Chinese new year children visited China Town in London with the childminder.

Children behave very well and play co-operatively together sharing and taking turns with the resources. Children are encouraged to use good manners and older children know what is expected of them, because they helped write the behaviour rules. The childminder uses

appropriate strategies to manage children's behaviour in the form of distraction and explanation of why certain behaviours are unacceptable mainly. She uses lots of positive praise to encourage good behaviour and boost children's confidence and self esteem. Children develop a sense of pride in their achievements as they are congratulated when they complete an activity, such a puzzle and make marvellous play foods out of plasticine.

There are no children with learning difficulties or disabilities currently on role. The childminder has a very positive attitude to caring for children with special needs and is keen to attend training in this area. The childminder has attended signing training to support children's communication development.

## **Organisation**

The organisation is outstanding.

Children's care is greatly enriched by the childminder's enthusiasm and her highly effective organisation of space, resources and documentation. Displays of children's work and hand patterns on the wall make children feel very welcomed and valued within the childminder's home. Children hang their jackets and belongings on a child height coat stand in the hallway.

All regulatory documentation is up to date and very well presented, which contribute to children's health, safety and this includes policies and procedures, which are regularly up-dated and signed by parents. This contributes to the safety, health and well-being of the children. The childminder has devised information folders about her childminding service and qualifications, which provide parents with a very comprehensive overview of the provision provided. She makes very good use of contracts to invite discussions with parents about their children's individual needs. The childminder's registration certificate and details of how to make a complaint is prominently displayed for the parent's to view.

Children benefit from the childminder's excellent knowledge of child development and the childminding national standards. The childminder is a trained nursery nurse and undertakes her own self assessments to ensure she meets all the expected standards of the outcomes for children. The childminder is highly motivated and has taken part in a childminding quality first assurance scheme and attends regular training courses. This means she keeps well up to date with changing child care practises and able to implement new ideas to fully enhance children's overall care and learning. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Since the last inspection childminder has improved her documentation, which includes obtaining parents written consents for outings, to administer medication and permission from parents to seek emergency medical advice or treatment. This further safeguards children's health and safety.

## **Complaints since the last inspection**

Since 2004 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 and maintain a recognised First Aid qualification that includes training in first aid for infants and young children.

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)