

Inspection report for early years provision

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<b>Unique Reference Number</b>	136630
<b>Inspection date</b>	05 November 2007
<b>Inspector</b>	Susan Linda Capon

<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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The childminder has been registered as a childminder since 1992. She lives with her husband and two adult children in a home situated in the London Borough of Bromley. The whole of the ground floor, two bedrooms and the family bathroom on the first floor are available for childminding. There is a fully enclosed garden available for outside play.

The family has no pets.

The childminder makes good use of her local amenities as she visits the local parks, parent and toddler groups, childminding drop-in centre and library on a regular basis. She is a member of the National Childminding Association. The childminder has NVQ3 childcare qualification in childminding. She delivers and collects children from Warren Road School, Orpington and the Village nurseries, Orpington.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children spend their day in a clean and hygienic home. The childminder implements her in-depth health and safety policy and procedures, ensuring her premises are clean prior to the children's arrival. Everyone removes their shoes, preventing dirt entering the home, enabling young babies to crawl around the floor in safety. The childminder cleans all her work surfaces with anti-bacterial spray, preventing the spread of infection.

The childminder uses excellent nappy changing routines, talking to the child as changes them. She disinfects the changing mat between use and immediately throws the dirty nappy into an outdoor bin, preventing the spread of infection.

All the children are developing very good hygiene routines. They wash their hands after playing outdoors, using the bathroom and before eating. Liquid soap is readily available and each young child has their own colour coded hand-towel. Older children use paper towels for hand-drying. Children use tissues to blow their nose and individual bedding when they rest and sleep. The childminder washes this at a high temperature to prevent infection and cross-contamination.

The childminder has no pets. She checks her garden daily for any animal faeces, clearing these appropriately prior to children using this area. Children know they must wash their hands if they touch the small animals when they visit the pet corner at the local garden centre.

The childminder implements safe food handling procedures at all times, ensuring all the children's food is appropriately stored, prepared, cooked and served, preventing cross-contamination and infection.

Children benefit from the excellent medication and accident procedures implemented by the childminder. She stores all required medication inaccessibly to the children. She carries the epipen required by one child at all times and has completed appropriate training, ensuring she manages any allergic reaction appropriately. The childminder records all medication administered, sharing the record with the parents.

The childminder has a suitable first aid kit in the home and an additional one in her car. She has updated her first aid training, ensuring she manages accidents appropriately. The childminder has written consent to seek emergency treatment for all the children. She shares her detailed accident records with the parents, keeping them fully informed at all times.

Parents do not send their child to the setting if they are unwell in line with the childminder's policy and procedures, helping to prevent the spread of infection. The childminder has information relating to childhood illness and incubation periods readily available to parents if required. She keeps children comfortable if they become unwell at her setting, contacting parents for an early collection when necessary.

All the children enjoy regular physical exercise as they walk to and from school each day. They enjoy discussing the weather and time of year. For example, they discuss autumn as they see the leaves falling from the trees and enjoy walking through them. The children enjoy practising their football skills as they play in the garden or at the local park. They also enjoy picking the home grown vegetables from the childminder's allotment and watering the plants in the garden.

Children freely access fresh drinking water throughout the day. The childminder makes this more attractive to the children by adding ice cubes and a straw. She encourages all the children to take additional drinks during the hot weather, preventing them becoming de-hydrated. Drinks of squash are not available, helping keep children's gums and teeth healthy.

All the children enjoy healthy food and snacks provided by their parents or the childminder. Younger children enjoy the food their parents provide in agreement with the childminder, ensuring healthy options are included. Older children enjoy freshly prepared sandwiches, including their favourite fillings, for example, tuna and sweetcorn and chicken breast. They particularly enjoy the home grown organic tomatoes.

All the children are developing a good understanding of the importance of healthy eating through the activities and discussions incorporated into the childminder's programme. Older children particularly enjoyed keeping the 'five portions a day' chart as they ate healthily.

The childminder knows each child's individual dietary needs and personal likes and dislikes, incorporating these into her mealtimes, ensuring every child eats suitable food in accordance with their parents' wishes. For example, she made egg free cakes with a child with an allergy to eggs.

All the children sit together at the table to eat their meals. Children know this is a house rule, encouraging the children to socialise with one another and learn good table manners. Younger children using a high chair are fully included as the childminder places them close to the table. All the children enjoy sharing their news about their day with the childminder and one another.

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

The provision is outstanding.

The childminder greets the children and their parents warmly on their arrival each day, making them feel welcome and at home. The childminder ensures all areas of the home are clean, bright and airy and in good decorative order, making it a pleasant place for children to spend their day. She displays additional posters in the main playroom, making it child-orientated and welcoming to the children.

All the children have ample space to move around freely as they explore their environment in safety. The childminder organises her home well, providing suitable areas for all the children to play, eat, rest and sleep, enjoy 'messy' activities and spend time outdoors regularly. Older children have their own space, enabling them to enjoy quiet activities and games without the intervention of inquisitive babies and toddlers. This also ensures younger children do not access small pieces from board games, preventing choking accidents.

Children access an extensive range of toys, equipment and activities. Many are stored in an upstairs bedroom, using large containers and shelving. A wide range is always readily available to the children as the childminder rotates her resources, providing the children with an interesting and stimulating environment at all times. She only purchases new equipment from reputable sources, ensuring it is suitable and safe for children. The childminder regularly checks her resources are suitable and safe for the children, removing any broken or damaged toys immediately for discarding or repair.

The childminder gathers information from the children, regarding their particular likes and dislikes, relating to toys and activities. She uses this information when organising or replacing

her toys and equipment. For example, she has recently added more board games and art and craft resources for the older children.

Children under two years old use suitable toys, equipment and resources, meeting their personal developmental needs, for example, a travel cot for sleeping and a high chair for eating. The childminder ensures all equipment is clean, suitable and safe for the children's use.

All household furnishings are in good clean order, suitable and safe for all the children to use.

Children are safe and secure in the childminder's home and garden. The childminder uses extensive written risk assessments, identifying all the potential hazards indoors and outdoors. She minimises the risk of accidents by making these all safe and secure. Fireguards prevent children accessing the fire in the playroom and stickers on the patio doors ensure children know when the doors are open or closed. The garden is fully secure with the shed, garage and side gate locked, preventing children leaving unnoticed. The childminder ensures children only use scissors under direct supervision and her water temperature is suitable for safe hand-washing.

Children practise the displayed fire drill with the childminder on a regular basis, ensuring everyone is aware of the importance of listening carefully to instructions in an emergency. Additional drills are undertaken when new children attend the setting. All fire drills are fully recorded, identifying any potential problems which may need resolving. All electric sockets are covered, a fire blanket is secured in the kitchen and working smoke alarms are on all floors. An additional carbon monoxide detector is in place and metre cupboards are inaccessible to children.

The childminder protects the children through her excellent safety procedures when they are away from the premises. She takes ID cards for each child, incorporating their parents' contact numbers, with her at all times. Children wear wristbands on outings.

All the children are learning how to keep themselves safe when walking close to busy roads and traffic. Young children use a buggy or wrist restraint while older children hold hands and await instructions from the childminder before crossing the road. The childminder always uses the Green Cross Code, teaching children how to cross the road safely at all times.

Children use suitable car seats when using the childminder's vehicle for outings. Parents give written consent for their child to use the childminder's vehicle and to go on outings. Children enjoy a bus ride, learning the importance of sitting down when the vehicle is moving and waiting for the bus to stop before alighting.

Children benefit from the childminder's secure knowledge and understanding of managing child protection issues appropriately. She implements her in-depth procedures and updated training at all times. Parents are aware of the policy.

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

The provision is outstanding.

Children benefit from the childminder's activity planning, incorporating the Birth to three matters and Foundation Stage framework. She covers all areas equally to provide a balanced programme for all the children attending. Regular observations identify younger children's progress and development, enabling the childminder to plan for their next steps. The childminder keeps a portfolio of information for all the children, including photographs and artwork.

Children are eager and happy to attend the setting. They excitedly explore the readily available toys and activities as they develop a close relationship with the childminder and her family members. This enables the children to feel at home and part of the family.

Young children are making good developmental progress as they walk and chat happily as they play. They mimic the animated toys voice as they say 'bye bye'.

All the children are developing good independence skills as they select their own resources, decide when to take a drink and use the toilet unaided. Older children complete a questionnaire about the setting, giving their views and adding their own suggestions for toys and activities they would like included in the future. The childminder uses this information for her activity planning.

The childminder skilfully supports children's progress and development as they play together on the floor. She discusses the different animals, counting them with the child as they play. The childminder supports children's language as they look at books together and discuss family life. For example, they read and sing 'the wheels on the bus' one of the child's favourite books. Children recognise the pictures on the alphabet frieze telling the childminder "that is a nana" as they point to the banana.

Toddlers particularly enjoy pushing the baby doll in the buggy, chatting happily as they walk up and down the hallway. They enjoy cuddling the baby in a loving manner. Some children particularly enjoy looking at themselves in a mirror book, sticking their tongue out at themselves and chuckling excitedly.

Young children eagerly explore the stacking rings, managing to place them in the correct order, looking to the childminder for praise and encouragement. They explore the musical toys excitedly pushing the different buttons sometimes more than one at a time. Children enjoy rolling a ball to the childminder, smiling happily as they play together.

Younger children enjoy a wide range of additional activities when they visit local parent and toddler groups. They particularly enjoy painting at the easel, creating their own masterpiece. Children enjoy selecting their own library books and older children look for books related to the topic for the week, for example, books on activities for Diwali.

Older children enjoy 'chilling out' after school, watching television or playing board games with one another. Other children enjoy art and craft activities.

All the children enjoy visiting the childminder's allotment and picking the food she grows. For example, courgettes, leeks and parsnips. The childminder extends their learning in this area as she discusses the different types of foods, particularly the yellow courgettes.

All the children enjoyed building a snowman in the snow and making footprints as they walked around the garden. They enjoyed an extension to this activity as they made Wellington boot prints, using paint.

Younger children are developing their social skills through regular visits to other childminding settings to play with other children of the same age and stage of development.

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

The provision is outstanding.

The childminder treats all the children as individuals. She recognises their individuality and personal needs, incorporating them into her daily routine, for example, all dietary needs. The childminder implements her equal opportunities policy and procedures, ensuring she treats each child and their family equally.

Children access an extensive range of toys and activities, promoting equal opportunities for all areas. For example, children enjoy exploring the dual language book about 'Elmer's friends' and learning about people with disabilities as they read 'Daisy the Doctor'. The childminder incorporates her recent 'celebrating religion and cultures' training into the setting whenever possible. For example, children enjoy exploring Diwali and making Rangoli patterns. They enjoy exploring the poster depicting welcome in many different languages with children from other cultures, identifying their own language, making them feel valued. Younger children are developing their awareness of other people and the world about them through visiting local parent and toddler groups.

New children settle quickly through the childminder's excellent settling-in procedures. She supports the children and their parents through the initial separation stage, recognising how difficult this can be for some families. The childminder quickly settles children finding it difficult to make that separation, using realistic sounding toy birds to gain their confidence. This is a daily routine for some children enabling them to settle within minutes of their parent leaving.

Children with learning difficulties and disabilities benefit from the childminder's previous experience in this area. She has attended the local Mencap training and completed a 'speech and language development' course, extending her knowledge and expertise in this area. The childminder works closely with the child, their parents and other professionals involved, ensuring children have continuity of care.

The childminder has a clear understanding of how to approach any situation relating to children's development and progress. She regularly shares her observations, identifying when parents may need to seek outside help and advice, enabling children to meet their individual potential.

All the children behave very well. Older children know the house rules, reminding younger children from time to time. For example, they remind children they must sit at the table to eat their meal, showing the child the picture on the house rules poster. This poster supports younger children with limited language skills. For example, they can see they must sit on the sofa.

Children receive regular praise and encouragement for their efforts and achievements. The childminder uses a calm, consistent approach, recognising the difference between an accident and a deliberate action. For example, she did not scold a child for dropping a plate, explaining calmly accidents will happen as she cleared the broken crockery. The childminder rewards children who have difficulty behaving well with a certificate when they have had a good day, encouraging them to continue their good behaviour.

Parents are fully informed at all times. For example, the childminder told parents she was due an Ofsted inspection and uses annual questionnaires as part of her personal assessment programme. She has developed excellent relationships with all parents, who in turn are very happy with the care she provides for their children. All the children have developed good relationships with the childminder, enabling them to feel safe and secure in her setting. Parents cannot praise the childminder highly enough.

The childminder has detailed contracts with each child's parents, identifying the expectations of all parties involved. She implements these at all times, providing appropriate care for every child. The contracts include all required written parental consents and agreements.

The childminder provides written information through a contact book for all children under five years old. This includes information about the child's day, what they have eaten and drunk and nappy changes. Parents include their own comments and update information, enabling the childminder to provide appropriate care at all times.

All parents receive verbal feedback about their child's day when they collect their child. The childminder is fully aware who may collect a child and will never release a child to an unknown individual, keeping the children safe and secure at all times.

Parents see the childminder's extensive portfolio. This demonstrates her professional approach to her work and how she manages her business. It includes her qualifications, training certificates and policies and procedures. Activity plans demonstrate how the children spend their time with her and the end of term newsletter and e-mailed photographs complete the picture.

## **Organisation**

The organisation is outstanding.

Children are in the care of suitable people at all times. The childminder uses another registered childminder as an emergency backup, ensuring she never leaves the children with un-vetted people.

The childminder has a professional approach to her work. She has completed the Mencap training and is awaiting a place on the local network for working with children and families in need. She has attended a range of training opportunities, developing her childcare knowledge and skills. These include completion of the childminding qualifications resulting in an NVQ3 qualification. In addition she has attended 'domestic violence and child abuse' and 'creativity and outdoor space' training opportunities.

The childminder constantly reviews her childminding practice under the 14 National Standards, identifying specific areas for improvement and how she will achieve this. She has made all the improvements she ear-marked for the current year, ensuring she continues to offer a good childminding service to the children and their parents.

The childminder is careful to maintain her registration at all times, keeping the children in her care safe and secure. Younger children receive some one to one care, during the school day, enabling them to develop a positive relationship with the childminder. This in turn enables children to become more confident in the setting.

The childminder maintains a daily record of the children's arrival and departure times. She also records any visitors to her setting, accompanying them at all times, ensuring that they are not left alone with the children. These records enable her to assess exactly who is on the premises at any time.

The childminder secures her detailed records appropriately, maintaining confidentiality at all times. She only shares individual children's records with their parents.

The childminder's extensive portfolio includes her policies and procedures which underpin her childminding practices. These include a policy for 'supporting children who experience loss or



change in their lives', demonstrating her supportive, understanding approach to children and their families.

The childminder keeps abreast of all changes to the National Standards, implementing these immediately when required. For example, she displays her registration certificate when childminding and has a complaints procedure readily available to parents. A copy of her inspection report is available to parents in her portfolio.

The setting meets the needs of the range of children for whom it provides.

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

The childminder now provides liquid soap for hand-washing preventing the potential risk of cross-contamination, keeping the children healthy and free from infection.

### **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 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 outstanding. 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**

No recommendations for improvement are made because the quality and standards of care are outstanding.

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)