

Inspection report for early years provision

Unique Reference Number 159376
Inspection date 26 October 2007
Inspector Susan Linda Capon

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 2001. She lives with her two adult children in a home situated in the London Borough of Bromley. All areas on the ground floor and the first floor bathroom and main bedroom are available for childminding. There is a secure garden available for outdoor play.

The family has a pet dog.

The childminder is registered to care for five children under eight years at any one time. She is currently caring for three children. One attends full-time and two attend part-time.

The childminder makes good use of the local amenities including local parks and parent and toddler groups.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children spend their time in a healthy environment free from infection and cross-contamination. The childminder uses good hygiene routines throughout her home, preventing the spread of infection. For example, she cleans her work surfaces with anti-bacterial spray and vacuums her floors daily prior to the children arriving.

Children use good hygiene routines for themselves. For example, they wash their hands using liquid soap and have their own personal hand towels for hand-drying. They are aware they wash their hands to "get rid of the germs". Children use wipes and tissues when away from the premises, ensuring they are free from infection at all times.

The family dog does not pose a risk to the children. It is healthy, fully immunised and does not usually use the garden for day to day toileting. The childminder keeps the garden area clean, keeping the children free from infection.

Children play with sand and water outdoors, during the better weather. The childminder covers the containers, keeping the sand and water clean and suitable for the children's use.

The childminder carefully follows safe food handling procedures when she stores, prepares, cooks and serves all food, keeping children safe from cross-contamination.

Children benefit from the good medication and accident procedures implemented by the childminder. All medication is stored out of children's reach. Parents tell the childminder if they administer any medication at home, protecting children from receiving a 'double' dose. Suitable first aid kits are readily available on and off site, ensuring accidents are appropriately managed. The childminder records all accidents. Parents see the record.

Parents do not bring their child to the setting if they are unwell, helping to prevent the spread of infection. The childminder informs parents if their child becomes unwell while at the setting, organising an early collection time if required.

All the children enjoy regular opportunities to develop their physical skills. They play on the large climbing apparatus in the garden, practising their climbing, jumping and sliding skills. Younger children enjoy opportunities to visit the local ball pool and crazy barn activities. Children enjoy swimming activities when attending on a one to one basis, enabling the childminder to ensure their safety in the water. The children enjoy playing hide and seek in the garden and exploring the different flowers and their scent.

Children are learning to recognise how their body works and know when they need to take a rest or a drink after physical exercise.

Children freely access drinks throughout the day, keeping them hydrated at all times. For example, younger children have their own beaker of juice readily available for them to use throughout the day.

All the children enjoy the healthy, nutritious, home-made freshly prepared meals provided by the childminder each day. They occasionally enjoy processed foods as a special treat. For example, fish fingers and chips. Favourite foods include Spanish style chicken with rice and

pasta meals. Younger children particularly enjoy fresh fruit, including bananas, apples and mango.

The childminder implements her training on 'healthy eating for the under fives' helping the children to understand the importance of eating the right foods. Younger children are aware fresh fruit helps them grow 'big and strong' and they tell the childminder 'look how tall I am growing'.

The childminder considers the individual dietary needs of every child when planning the menus, ensuring she takes into account any specific allergies. For example, children are allergic to eggs and peanuts.

The children sit together at the dining table to eat their meals, enjoying the social occasion as they share their news and discuss their day with one another.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The childminder's home is very warm, clean and welcoming to the children and their parents. It is in good decorative order throughout. The home is bright and airy, making it a pleasant place for children to spend their day. The childminder maintains the rooms at a suitable temperature with thermostat controlled radiators, during the colder weather.

Children have ample space to move around freely, exploring their environment in safety. The available space is well-organised, providing children with suitable areas for playing, messy activities, resting, sleeping, eating and time outdoors on a regular basis.

Children access a good range of toys, equipment and activities suitable for their individual all round developmental needs. They access additional resources through regular visits to other childminders and local parent and toddler groups. The childminder organises her resources carefully and safely, using large containers stored at a low level. This enables the children to make their own selections in safety. All resources are clean suitable and safe for the children to use.

Children under two years old use a suitable selection of resources relevant to their individual needs. For example, a travel cot for sleeping. The childminder ensures these are all in good, clean order.

The household furnishings throughout the home are clean, suitable and safe for all the children to use.

The childminder ensures her premises are safe and secure at all times. She is fully aware of the potential hazards within her home and garden, taking suitable steps to minimise these at all times. For example, all electric sockets are covered and stickers on the patio doors ensure children recognise when the doors are open or closed. The garden is fully secure and the garage and shed are inaccessible to the children. All exits are secure, preventing children leaving the premises unnoticed.

The childminder implements good fire safety precautions throughout the home. She has a fire blanket secured in the kitchen and working smoke alarms to all floors. She practices her emergency evacuation procedures with the children, ensuring they understand the importance of listening carefully to instructions during an emergency.

Children are safe and secure when away from the premises. They use suitable car seats when transported in the childminder's vehicle. All the children are developing their understanding of the dangers of busy roads and traffic. They know they must hold hands at all times and listen carefully to the childminder when they cross the road. The childminder teaches the children the Green Cross Code and how to safely use a pelican crossing to cross the road in safety.

Children are protected through the childminder's sound knowledge and understanding of managing child protection issues appropriately. She has recently completed child protection training and ensures she has the local procedures readily available for help and advice if required.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very confident in the setting. They have developed good relationships with the childminder and her family members, making them feel at home and part of the family.

All the children are developing good independence skills as they freely select their own activities, choose where they want to sit at the dining table and use the bathroom without assistance.

The children play very well together in the setting and at other venues. They have made new friends. Younger children confidently talk about the other children attending the setting and the activities they enjoy together.

Children are developing good language skills as the childminder talks to them about the activities as they play together. They enjoy sharing a joke with one another as the child pretends to cheat at the game they are playing. Later on the childminder pretends she thinks the child has been collected when they have hidden under the table. This makes the child laugh and chuckle with glee.

Children enjoy listening to stories with the childminder and singing songs and rhymes. For example, a younger child confidently said the rhyme 'Hey diddle diddle' without help. The children have good language skills and sentence construction, making themselves easily understood when they are talking with the childminder.

The childminder competently supports the children's mathematical skills as they play together. She extends activities to incorporate mathematical discussions. For example, she helped the children compare the size and number of legs each animal had in a jig-saw puzzle. Children competently count to 11 and discuss more or less when the childminder only completes nine puzzles. They recognise the different animals on the textured puzzles and quickly identify which pieces go together to complete each animal. For example, the hedgehog, camel and snail.

Children enjoy regular opportunities to use their imagination as they play with the resources. Younger children enjoy playing with the dolls house, putting the toy dog into the bathroom to wash his face. They enjoy play-fights using empty cardboard tubes, preventing them from hurting one another.

All the children are developing a good understanding of right and wrong. They share the toys and equipment with one another and take turns when playing games. For example, they remind the childminder when it is her turn at the matching pairs game.

Children are keen to show the childminder their new belt. They recognise the different coloured monkeys on it. For example, they recognise the colours yellow, orange and green.

Children enjoy showing the childminder what they can see in the reflection on the blank television screen. They discuss what they can both see, including the toy car, lights and pictures.

Helping children make a positive contribution

The provision is good.

The childminder welcomes all children and their families to her setting. Children attend from other ethnic minorities. The childminder implements her 'working with families from other cultures' training to ensure she works closely with the parents and their children. She treats every child as an individual, incorporating their specific daily needs into her day. For example, individual routines for sleeping and eating providing continuity of care.

All the children access a good range of resources, reflecting positive images for all areas of equal opportunities. For example, books and dolls. Children are extending their awareness of other people and their local community through their visits to local parent and toddler groups.

Children benefit from the childminder's previous experience of caring for children with disabilities. She incorporates each child's needs into her routines, ensuring she meets individual needs at all times. For example, specific dietary needs. The childminder has attended 'speech and language' training and has a good understanding of child development. She discusses any concerns with parents, enabling them to seek appropriate help, advice and support for their child. This enables children to develop to their individual potential.

Children behave very well at all times. They know and respect the childminder's house rules. For example, they remove their shoes on arrival and know they must not jump on the furniture. The childminder uses suitable age and stage appropriate strategies when required with the ultimate deterrent being 'time out'. She praises the children's efforts and achievements and keeps them busy, stimulated and occupied, preventing them becoming bored and disruptive.

The childminder has good written contracts with all parents, setting out the expectations for all involved parties. She receives detailed information about each child's individual needs, implementing these at all times to provide appropriate care for every child attending. The current contracts require a small change as they state the childminder is registered with the local authority and not Ofsted. All contracts include written parental consent to seek emergency treatment and use the childminder's vehicles. The childminder regularly reviews these, ensuring all information is current and up to date.

Children benefit from the good relationship the childminder develops with their parents. She offers a flexible service as she collects and delivers children to and from their home if required. Parents written comments identify how pleased they are with their child's care.

The childminder informs every child's parents verbally about their day, including the activities they have done and their progress and development. She will not release a child to an unknown individual, keeping the children safe and secure at all times.

Organisation

The organisation is good.

The children are always in the care of suitable persons. Family members are checked, ensuring they are suitable to be with children. The childminder uses other registered childminder's to care for the children in an emergency. Parents are fully aware of this arrangement.

The children benefit from the childminder's positive professional approach to her work. She has attended an extensive amount of additional training opportunities, developing her child care skills in a range of areas. This includes completing the extended childminding practice qualification which is equivalent to an NVQ3 in childcare. Other training attended includes 'treasure baskets and heuristic play', the Birth to three matters framework and 'domestic violence and child abuse briefing'.

The childminder is careful to maintain her registration at all times, ensuring children attending receive appropriate care and attention. During the school holidays and the school day younger children benefit from some one to one care, enabling them to build a close relationship with the childminder.

The childminder has detailed records and suitable policies and procedures available. These are suitably stored to maintain confidentiality at all times. The childminder shares these with the appropriate child's parents. For example, the accident record.

The childminder has a portfolio of information readily available to parents, demonstrating how she manages her setting. This includes her certificates relating to recent training attended.

The childminder keeps abreast of any changes to the National Standards. For example, she displays her registration certificate, has a complaints procedure available to parents and provides parents with a copy of her recent inspection report.

The childminder meets the needs of the range of children for whom she provides.

Improvements since the last inspection

The childminder has completed the required improvements suggested at the last inspection. She now maintains a suitable register, incorporating each child's individual arrival and departure times. This ensures she is aware of exactly who is on her premises at any time.

The childminder has improved her fire safety precautions by regularly practising her emergency evacuation procedures with the children. This ensures they are aware of how to react in an emergency.

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 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 contracts identify the correct registered body

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