



Inspection report for early years provision

Unique Reference Number	159349
Inspection date	26 September 2005
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 1995. She lives with her husband and 2 children aged 13 and 10 years in a house situated in the London Borough of Bromley. The whole of the property is used for childminding and there is a secure garden available for outside play.

The family have a cat and a dog.

The childminder is registered to care for 5 children at any one-time and is currently minding 5 children on a part-time basis. She regularly uses the local amenities

including the library, parent and toddler groups and parks.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children enjoy a varied range of physical outdoor activities on a regular basis which contributes to their good health. They have access to a good range of suitable equipment for climbing, jumping and sliding which provides opportunities for developing their skills. The children develop their self esteem and confidence through playing together and copying one another. They are developing their understanding of how their body works and know when they need to take a rest, drink or use the toilet.

The children use good hygiene practices at all times and wash their hands before and after meals, after using the bathroom and playing outdoors. Older children are aware they do this to prevent them "catching germs". They play in a very clean and safe environment as the childminder follows good hygiene practices herself and is a good role model to the children. All the children use separate bedding regularly laundered to prevent infection. Children receive suitable first aid treatment when they have an accident and the childminder provides a detailed record for the parents. The children are safe through good medication procedures and parents sign the maintained records. All the children are free from infection through the good sickness procedures followed by the childminder. The childminder keeps parents fully informed if their child becomes unwell. The family pets are healthy, fully immunised and children do not have access to their food and water.

The children enjoy healthy, nutritious meals and snacks every day. They talk to the childminder about their favourite foods and know they should eat fresh fruit and vegetables every day. Some children bring their own meals, which are suitably stored and prepared to prevent infection and cross-contamination. Young babies have suitable food and drink at regular intervals in agreement with the parent's wishes. Children have water readily available to them at all times and babies have regular drinks of milk or water. Biscuits and sweets are limited to help keep the children's gums and teeth healthy. All the children eat well and are developing their social skills and table manners as they sit together at the table to eat their meals. All the children eat suitable foods which meet their individual needs and take into account the parent's wishes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children play in a pleasant, warm, welcoming, clean and well organised home. They have ample space to move around freely and play both together and alongside one another. The children explore their environment safely as the childminder has ensured the majority of areas in her home and garden are safe and secure. Some

sockets are accessible to the children in the playroom. The children recognise the smoke alarm noise and know the fire drill. They are developing their understanding of how to keep themselves safe both in and out of doors, for example, they hold the buggy when they are walking close to busy roads.

The children access a good range of suitable, well organised resources. Children under 2 years old use suitable equipment to meet their individual needs, for example, a travel cot and high chair. All the home furnishings, toys and equipment the children use are clean, in good order, suitable and safe for their needs. The children are safe and secure through the childminders sound knowledge of child protection procedures in line with the local Area Child Protection Committee procedures.

Helping children achieve well and enjoy what they do

The provision is good.

The children are fully stimulated through the provision of a good, well organised range of toys, equipment and activities readily accessible to them on a daily basis. They enthusiastically make their own selections and choices from the range provided at an appropriate level to meet their individual needs. Younger children are encouraged to reach for their toys aiding their physical development, for example, the toys are just out of their reach on a play mat. The children develop their language and mathematical skills through the good interaction with the childminder. She provides real objects to develop their knowledge and understanding of the world. For example, she gives a child a mushroom and tomato from the fridge when the child is colouring vegetables. Children develop their creativity through a range of activities including painting, gluing and making pictures and designs using Hamma beads. They develop their independent skills when they put on the dressing up clothes and get ready to play outdoors or go on outings. The childminder extends their learning and development through interesting discussions and encourages the children to think for themselves. For example, the children know that worms do not have legs and are able to discuss other similar creatures. Additional trips to the local parks to feed the ducks, visiting parent and toddler groups, the local childminder drop-in and other childminders with children extend the children's development and social skills. They also enjoy choosing their own selection of books at the local library. Older children are very confident in their surroundings, play well together, have a good relationship with one another and the childminder and feel part of the family. Younger children and babies maintain their individual routines for resting, sleeping and eating. They are very settled and secure in their environment and are developing their relationship with the childminder. All the children receive regular praise and encouragement developing their confidence and self-esteem.

Helping children make a positive contribution

The provision is good.

All the children are valued, respected and treated as individuals. The children develop their knowledge and understanding of the world about them and other people through a good range of readily available toys, books and puzzles reflecting

positive images for race, culture and disability. Children with special needs receive appropriate care through the childminder's previous experience and positive approach. The children are developing their knowledge of the local community through their regular visits to local groups. All the children are developing their independence skills and make their own choices and selections throughout the day. Children receive equal time and attention relevant to their individual ages and stages of development. Most of the children receive some individual attention throughout the day as other children sleep or attend a pre-school group.

All the children are very settled and secure in their surroundings. They enjoy their time with the childminder and have developed good relationships with other family members. The children behave very well and are aware of the rules and boundaries of the setting. They play together, share, take turns and co-operate with one another and the childminder. The children are fully stimulated and occupied throughout the day preventing them from becoming bored and disruptive.

The children develop their confidence in the childminder as they see her working closely with their parents. Parents receive good verbal information each day about their child's progress and development. They see her well organised port folio of information, policies and procedures and have detailed written contracts regarding the care of their child. The children receive very appropriate individual care through the information provided by the parents and implemented by the childminder.

Organisation

The organisation is good.

The children are well cared for and safe at all times in the very organised environment. They have access to suitable areas for resting, sleeping, eating, playing and time outdoors on a daily basis. The childminder organises her weekly activities well to incorporate time outdoors on a daily basis, for example, visits to the local park after the school pick-up. The childminder shows commitment to improving her childcare provision through attending additional training and keeping abreast of changes in regulations. She provides good care for children under 3 years of age, although she does not have a copy of the 'Birth to Three Matters' framework. Her well organised port folio, good policies and procedures and detailed records all demonstrate how she organises her business to provide good quality care for children. The records are all very suitably stored to retain confidentiality. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The childminder was required to improve her accident and medication records to maintain confidentiality. The records have been suitably improved and the child's individual information is now kept confidential at all times ensuring the safety of the children.

Complaints since the last inspection

There have been no complaints to report.

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 all sockets are made inaccessible.
- obtain a copy of the 'Birth to Three Matters' framework.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk