



Inspection report for early years provision

Unique Reference Number	510802
Inspection date	22 May 2006
Inspector	Teresa Evelina Coleman
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 has been registered since 1992. She is registered to provide care for six children under eight years, of these not more than three may be under five years, and of these, not more than one may be under one year. At present the childminder cares for four children; a four-year-old, two three-year-olds and a two and a half year old. The childminder also looks after an eight-year-old. All children attend on a part-time basis. The childminder is not registered to provide overnight care.

The childminder lives with her partner. They live in a three-bedroomed terraced house in Eltham in the London Borough of Greenwich. The property is close to local shops, buses, schools and parks. The through lounge/dining room is used for childminding. The bathroom, toilet and one of the bedrooms on the first floor are also used. There is a fully enclosed garden for outside play.

There is a small bird aviary in the garden. There are no other pets.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, hygienic environment where they are able to play, rest and relax comfortably. They are beginning to learn about the importance of good personal hygiene through well planned daily routines. For example, they understand that they should wash their hands before meals, after using the toilet and after playing outside. Children are protected from the risks of the spread of infection and illness because the childminder maintains good standards of hygiene and has effective procedures in place. Children are also protected from the risk of illness as the childminder has a written sick children policy that requests that parents keep their children at home if they are unwell.

The children enjoy a wide range of appropriate indoor and outdoor activities which contribute to their good health and all-round physical development. This includes a variety of indoor activities, for example, toddler groups and kids corner where children can use climbing and balancing equipment. In suitable weather they are able to further develop their physical skills by using the see-saw in the garden or playing on bikes and with small equipment, for example, balls. Children benefit from a range of regular outings that promote their health, for example, trips to Hastings and Danson Park. The childminder also understands that walking is a valuable form of exercise that promotes children's healthy development and ensures that outings include regular walks to the local park and the nearby woods.

Children benefit from the childminder's understanding of healthy eating because she is aware of the need to include fresh fruit and vegetables in children's diets. At present the parents provide all their children's food. However, the childminder makes healthy snacks of fresh fruit and yoghurt available to the children. She also talks to them about why certain foods are good for them, for example, as they share some tomatoes with their lunch. The childminder takes account of parents' wishes, respects all cultural and religious dietary requirements and seeks information about any allergies. Children are offered regular drinks throughout the day and this helps them to stay healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe environment where risks have been identified and minimised, for example, cleaning fluids and medication are safely stored and inaccessible to them. The childminder is aware of the need to provide a safe environment indoors, outdoors and when taking children out. For example, she ensures children's safety in the garden by ensuring that all fences are secure and that all tools are locked in the shed. Effective fire precautions, including emergency evacuation procedures, are in place. For example, the childminder has a fire blanket and smoke alarms and practises evacuation procedures with the children. The children clearly understand what they must do if there is a fire, for example, that they mustn't go back indoors to get their teddy!

Due to the good attention paid to safety, the children are able to move safely and confidently around the setting. As a result, they are gaining in independence. Children's safety is further enhanced through the childminder's understanding of appropriate supervision levels. For example, she checks on children when they go upstairs to use the bathroom and is always with them when they are playing in the garden. Children are beginning to learn about road safety when they go out because the childminder encourages them to hold her hand and talks to them about looking for a safe place to cross the road.

Children are cared for in a welcoming environment which has been made child-friendly and comfortable. Consequently, they can feel at home in their surroundings. Children have opportunities to make choices because they have easy access to a range of age-appropriate toys and activities, including a selection of books. The childminder ensures that she varies the selection of activities regularly so that children experience a balanced range of activities that promote their development and learning in all areas. All toys and equipment are in a good, clean condition and the childminder regularly carries out checks on their condition. This helps to ensure the children's ongoing safety.

The childminder safeguards and promotes children's welfare because she is aware of her child protection responsibilities. This includes a written policy that details the action to take in the event of a serious concern about a child in her care. As a result, children are protected from harm and the risk of abuse. All necessary documentation is in place and includes local procedures and relevant contact details for Social Services and Ofsted.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well at the childminder's home because she is friendly and welcoming towards them and also makes good use of humour. Children obviously feel comfortable and make themselves at home. The childminder encourages children to think about colours, shapes, numbers and letters, for example, as they play with a matching game and write their names with glue and glitter. Children's language skills are developing well because the childminder encourages the children to talk about what they are doing. She talks and listens to children and asks them frequent questions to extend their vocabulary. For example, as they talk about the glitter and sequin pictures they are making and as they play with dressing up clothes.

Children benefit from the regular one to one attention the childminder gives them, her understanding of the varying play needs of children of different ages and her ability to engage them in meaningful play. They are becoming confident because the childminder ensures that she gives them regular praise and encouragement, for example, as they talk about the patterns they have made.

Children are flourishing in a loving environment because the childminder knows them well and clearly enjoys their company. Very good interactions between the children and the childminder as they play together ensure that children are developing effective communication skills, together with good self-esteem. Children enjoy affectionate relationships with the childminder who values and respects them as individuals and is sensitive to their needs. They benefit from a balanced varied range of activities which includes regular outings to local parks, toddler

groups, the woods and a range of outdoor activities in the garden. These include using bikes, balls and a see-saw.

Helping children make a positive contribution

The provision is good.

Effective links are maintained with parents through regular discussions about all aspects of their children's care. This provides parents with information about their child's day and how they have settled, their activities and their progress and achievements. Children benefit from this as it maintains a consistent approach to all aspects of their care which helps ensure that they feel settled and secure. Parents are also well-informed about the setting because the childminder has drafted some policies and procedures which provide information about many aspects of the service she provides.

Children are supported sensitively while at the setting as the childminder understands the importance of valuing and respecting all children as individuals and of meeting their needs accordingly. As a result, children are becoming confident and developing good self-esteem. Children are beginning to learn about others in the community because the childminder provides activities for them that teach them about other cultures, for example, making lanterns and preparing noodles at Chinese New Year. The childminder has obtained some multicultural resources, for example, books, dolls and puzzles, including a 'children of the world puzzle'. This means that children are beginning to learn to respect and value others in the community. Children have equal access to all provision, for example, dolls and dressing up. Consequently, they are encouraged to develop non-stereotypical views about gender.

The childminder has a positive approach to disability issues and caring for children with special needs, though has no direct experience of doing so. She is aware of the need to provide an all-inclusive service where all children are welcome.

The childminder promotes good behaviour through the frequent use of praise and encouragement. Children behave well because the childminder is consistent and has realistic expectations of their behaviour. They are learning to share, take turns and to show care and concern for others. The childminder also encourages good behaviour by being a good role model for them. Consequently, children are also beginning to develop good social skills. For example, she says 'please' when she asks them to do something and 'thank you' when they do it. As a result of the childminder's consistent approach to their behaviour, children are beginning to understand right from wrong and are learning to become self-disciplined. However, there is currently no system in place to record significant incidents relating to behaviour and the use of physical intervention.

Organisation

The organisation is satisfactory.

The setting is warm and welcoming and the children obviously feel comfortable and settled. Adequate play space is available and children are able to move around confidently. Children enjoy regular opportunities to make choices and select activities for themselves because of the

effective organisation of resources. They benefit from regular routines which include time for meals, rest and outings.

Documentation is maintained to a generally good standard, stored confidentially and is easily accessible. Although most records are kept, there is currently no system in place to record significant incidents relating to behaviour and the use of physical intervention. In addition, written parental consent for the administration of medication is general, rather than specific to each occasion when medication is required. Consequently, it does not include all necessary details, for example, name of medication, dosage and times to be administered.

Overall, the provider meets the needs of the range of children for whom she provides.

Improvements since the last inspection

Following the last inspection, three safety actions were set. This was because the childminder had very recently moved house at the time of the inspection. The actions were to make low level glass panels in display cabinet, banisters on the top landing and the back bedroom safe or inaccessible to children. The childminder has now improved children's safety by: obtaining a new display cabinet and ensuring that all glass panels are made of safety glass; filling in the banisters on the top landing with a board; clearing the back bedroom so that it no longer poses a risk to children.

Four recommendations were also made: to discuss emergency escape plan with children and keep a written copy of the evacuation plan; provide activities to help children to appreciate and value each other's similarities and differences; devise a written behaviour management policy for parents; provide written information for parents about childminding routines and childcare practice, including policies and procedures.

All recommendations have been satisfactorily addressed. This means that children's fire safety has been improved because the childminder has an evacuation procedure which she practises with them. Children are beginning to learn to value similarity and difference because the childminder provides activities and resources that reflect diversity. Children benefit from the written behaviour management policy which is now in place because this is shared with parents and contributes to a consistent approach to children's behaviour. Parents are now generally better informed because there are some written policies and procedures. For example, a child protection policy, a sick children policy and a behaviour management policy. Children benefit because this helps to maintain a consistent approach to their care.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. 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

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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 that prior written parental consent is in place each time a child requires short-term medication. Ensure that details, for example, dosage and times to be administered, are included.
- ensure that there is a system in place to record any significant events relating to behaviour and the use of physical intervention.

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