



## Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY101248                  |
| <b>Inspection date</b>         | 17 August 2006            |
| <b>Inspector</b>               | Claire, Alexandra Parnell |
| <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 since 2002. She lives with her husband and two young children. They live in a four-bedroom house in Orpington. There are shops, schools, parks and a station, within walking distance.

The whole of the downstairs, two bedrooms and the bathroom on the first floor are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to mind a maximum of four children under eight years. She currently minds a total of six children on a part time basis.

The childminder is a member of the National Childminding Association. She holds an Early Years qualification to level 3.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children recognise and show a good understanding for effective and efficient ways to promote their independent skills and hygiene practices. They learn about the importance of personal hygiene due to the adaptable resources made available by the childminder. Children know when to wash their hands such as before eating and after toileting. They learn why they need to wash hands after handling the childminder's pets due to her clear and concise explanations and as an example to them as a good role model. Children have access to their own towels and drinking and eating equipment which protects them from cross-infections. This is also promoted through the very useful information available to parents regarding notifiable and childhood illnesses and effective procedures for when children are sick. The childminder provides a clean and hygienic environment for children to play in to further promote their health.

Thorough systems are in place to promote children's ongoing health needs such as accurate and extensive medication records and comprehensive and safe records of accidents that have occurred in the childminder's care or in other care settings such as nurseries.

Children benefit from an excellent promotion of healthy eating. They understand the need to eat healthily but are able to have occasional treats as rewards. Children enthusiastically sit down to eat together for both snack times and meal times. They help themselves to a vast range of fruit and raw vegetables at snack time, where nothing is left in the bowl at the end of snack time. Children's dietary needs are developed steadily through careful and enthusiastic planning of meals to incorporate new tastes. Children who do not enjoy new tastes are praised for trying new foods and rewarded for their willingness. The childminder ensures children's dietary requirements are met fully by gaining and sharing excellent information from parents about the types of meals and foods children like and what parents would like children to try next. Babies feeds are prepared meticulously and kept according to appropriate requirements.

Children help themselves to fresh, cooled drinking water from a water cooler which is accessible to all children in the kitchen. They can choose which sugar free squash or juice to have with the water to vary the taste. Children who are unable to help themselves are encouraged to take regular drinks, with particular regard to physical exercise and hot weather.

Children can choose to take part in an abundance of physical activities either involving small or large equipment or free space for movements. Children have access to a trampoline and climbing frame equipment and are encouraged to use the equipment safely and appropriately to enhance their physical development. They regularly take trips to local parks and are encouraged from an early age to walk to local amenities such as the school. Therefore children have an increasing understanding of the importance and enjoyment for physical exercise and fresh air to promote their over all feeling of wellbeing.

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

The provision is outstanding.

Children play and have access to a very safe environment without diminishing their independence and choice of where to play. This is due to the childminder's regular and thorough assessment of children's understanding of their own safety and the safety of others whilst using areas of play and all accessible equipment. Children can decide whether to play inside or out and understand the need to inform the childminder where they want to play so that she can supervise them appropriately.

The childminder ensures that effective measures are in place to provide children with a secure environment both in the house and in the garden.

Children use a comprehensive selection of activities, resources and toys that are appropriate to their age and stage of development. They can access most of these themselves, although small pieces are stored carefully and accessible on request due to choking hazards for younger children. Equipment such as car seats are carefully selected for individual children to ensure their safety is paramount.

Children can be safely evacuated in the event of a fire due to the considerable plans and procedure developed by the childminder. This includes a safety ladder on the first floor to ensure a quick escape from upstairs. Evacuation practices are recorded and evaluated to show their effectiveness. Children learn to use large equipment safely, such as the trampoline, due to the clear explanations and discussion with the childminder about how to use it safely and appropriately to promote their own safety as well as others. She reminds children of the dangers of using swings when other children are playing in the vicinity. Children's understanding of road safety is highly promoted when children are walking with the childminder. She assesses each child's understanding and ability to walk safely before allowing them to walk in front of her. She discusses this carefully with parents to promote continuity between practices followed with parents and those with the childminder to enhance children's understanding.

Children's welfare is highly promoted and substantially protected due to the childminder's knowledge of effective systems and procedures through the local authority and childminder support. She shows a competent understanding of how to deal with concerns and issues regarding child protection and has implemented personal support systems in place to protect her family from allegations.

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

The provision is outstanding.

Children's all round development is highly promoted, due to an enthusiastic childminder whose aim is to encourage children to flourish in a caring and highly motivated environment. Children have access to a vast range of activities for all ages and stages, where they can make choices for themselves as to what to play with and where, either inside or outside. They receive consistent and imaginative enthusiasm to try new activities to extend their positive attitudes to independent learning as well as listening to advise and innovative ideas about activities and resources.

Children take part in a well planned range of activities, which also allows spontaneous activities that are initiated by the children . The childminder has a developing understanding of The birth to three matters framework and the Foundation Stage. She uses this knowledge to monitor children's development, recognise and record their achievements and promote their future development through further planned opportunities. The importance of children's social development and interaction with others is effectively recognised and efficiently provided for. Children are encouraged to think for themselves and make decisions as well as become confident to ask for help when support is needed. The childminder sensitively observes children and is quick to give subtle support where it is needed.

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

The provision is outstanding.

Children are highly respected and their individual needs substantially promoted. This is due to the childminder making effective use of information gained from parents regarding children's backgrounds and individual care needs. The children learn about and positively respect each other's differences with regard to social diversity through a good range of resources portraying positive images. The childminder actively promotes children's inquisitiveness in asking questions about people's differences to enhance children's understanding.

The childminder promotes inclusion and full participation of children with special needs whilst in her care. She is eager to develop her knowledge and therefore extend her service to reflect their individual particular needs positively alongside the care of all other children.

Children's behaviour is exemplary due to the childminder's promotion of social interaction, recognition of positive behaviour and effective strategies used for unwanted behaviour. Children are rewarded for sharing and caring about other children and demonstrate their understanding of using good manners whilst in the childminder's care. The childminder discusses strategies with parents and shares good practice to promote continuity for the children between the setting and home. The childminder talks to children about the impact of their actions on themselves and other children. Children learn about the importance of respecting each other and valuing their individuality.

The partnership with parents is dynamically promoted. The childminder develops close and professional relationships with the parents and gains a consistent rapport with them. Therefore they feel at ease with their children in her care and confident of the high level of child care that their children will receive. The childminder provides an extensive and comprehensive information pack for parents with regard to the policies and procedures of her service as well as information about the type of activities that children will participate in. Parents receive intricate information about their child's day including observations of their child's development. They are actively encouraged to inform the childminder about their children's achievements at home to ensure continuity and consistency is achieved. The childminder has developed a questionnaire for parents to complete so that she can evaluate and develop her service appropriately. Children are encouraged to openly share their achievements with parents on their arrival to further enhance children's self esteem and extend parents involvement in their child's day.

## **Organisation**

The organisation is outstanding.

Children are cared for by a childminder who has relevant clearances to have unsupervised access to children. She is highly motivated to continue her own development to extend and enhance her service further. She has recently completed her level 3 qualification in childminding practice.

Children are very comfortable, familiar with and confident in the childminders care. They have established close relationships with the childminder who treats them with great respect. This is reciprocal from the children too. The childminder organises her routine and day flexibly to allow children choice and spontaneity. She acknowledges her need and thirst for further development of her service and commits herself to attending further training in many aspects of child care. The childminder has a confident and competent ability to care for her maximum allowed number of children and ensures all their needs are met through a professional yet personal service.

All documentation is carefully and confidentially recorded and stored to promote children's welfare fully.

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

## **Improvements since the last inspection**

At the last inspection the childminder was asked to provide a range of activities for children over five years. The children now have access to creative activities, computers, books, games and role play to promote their ongoing development. They also have free access to the rear garden where children can play with a vast range of physical activities according to their physical ability but with challenges to enhance their further development.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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)