

Inspection report for early years provision

Unique Reference Number	EY269560
Inspection date	16 January 2008
Inspector	Sylvia Dindar
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 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 a registered childminder since 2004 and is registered to care for four children under eight years. She currently has three children on roll. She lives with her husband and three children one of whom is aged under eight. They live in a house in Sheen, children mainly use the ground floor only and one room upstairs for resting. There is ground floor toilet and a fully enclosed garden for outdoor play. Local shops, schools and parks are within walking distance.

The childminder has pets.

She is an accredited member of the National Child Minding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are provided with excellent opportunities for physical play both indoors and outdoors. The childminder knows the children exceptionally well so provides them with realistic challenges

and through encouragement children are learning new skills. For example a young toddler struggles to get on to the ride on toy. The childminder gives the child gentle guidance and explains which leg they should use and reminds them how they managed it before. The child follows the clear instructions and beams with pride as they achieve in this simple task. Children are clearly excited by a favourite game where the object of the exercise is to catch butterflies in nets blown out of the elephant's trunk. There is lots of laughter, and children are using their bodies well in order to catch the butterflies in their nets. The childminder ensures that children get regular fresh air and exercise; they are taken on exciting outings to the parks and local attractions.

Children are offered an extremely healthy diet. The childminder buys organic food and cooks fresh food daily. Children have the opportunity to become involved in all parts of the process, for example, shopping, preparing, and cooking the food. This gives children added interest and allows the childminder to discuss and talk to children about the things that are good, or not so good for them, re-enforcing the healthy eating message. Children are offered choices based on the information the childminder has gathered from their parents about their specific dietary requirements. As a result children are interested in the food that they eat, eat heartily and their individual dietary needs are met. On the day of the inspection children chose and prepared the strawberries they requested for snack time. They ate extremely well at lunch time, enjoying pasta cheese and tomato sauce as well as the raw carrots they had helped peel and prepare. The childminder understands that some children find it difficult to eat pasta with sauces so she provides the ingredients separately making it more palatable for those children that prefer the food this way.

Children's health and well being is exceptionally well protected as the childminder has a range of highly effective policies and procedure in place. She ensures that parents are fully conversant with them before asking them to sign to say that they are in agreement with them. For example a sick child policy clearly explains to parents the procedure she will follow if their child is ill and gives guidance on what the childminder expects of the parents in such circumstances. She requests parental consent to access emergency medical treatment and advice in order to ensure that children can be well cared for in an emergency. Along side this parents are provided with information on communicable diseases and in particular those that affect children. Secure systems are in place for the safe administration of medication and clear and effective records are shared with parents so that they can continue to care for their child appropriately. The childminder has a relevant first aid qualification and ensures she has a fully stocked first aid box in place and available both indoors and on outings. This ensures that children are well cared for when they have an accident or emergency.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's safety is paramount in this safe and secure setting. Regular well thought out risk assessments both indoors and on outings ensure that identified hazards are addressed. For example the childminder ensures that all hazardous materials are kept out of reach of children but as an added precaution she keeps a log of the contents of cleaning material in her home. This excellent attention to detail ensures the children's safety as the childminder is aware of what action to take in an emergency. All doors are kept locked and the building is secure, stair gates are placed strategically to ensure that young children do not access areas of hazard such as the stairs.

Children feel welcome in this stimulating and vibrant setting. This is because the childminder has given exceptional thought to the way she organises the space, so that children have space to move around safely and independently. Activities are well organised and all equipment is regularly checked to ensure that it is safe, age appropriate and suitable for its purpose. Resources are plentiful and easily accessed by children. For example, water and sand are set out in bowls on low tables and children are able to help them to additional resources from low units stored close by, this allows children to play safely, develop their own play ideas and thus become independent learners. The childminder ensures that she has the appropriate resources to meet the children's developmental needs. For example, older children are given thinner brushes to use for pasting whilst younger ones have thicker stubby brushes which they manage well. Furniture is safe and age appropriate and in excellent condition because they are regularly checked to ensure that they keep in good repair.

In this homely child orientated environment, children's work and colourful posters adorn the wall, for example, there are posters about healthy food, numbers, letters and colours. The childminder has defined areas for play to ensure that children's developmental needs are met and prepares well for the day ensuring that children are able to commence their play straight away. They have a comfortable sleep area and in the toilet area there are steps to aid their independence when toileting.

Children are provided with a wealth of learning opportunities to ensure their safety, both through the play opportunities on offer and real life experiences. For example the childminder provides children with equipment which allows them to act out the scenarios of crossing the road, in a safe indoor environment. She asks children questions to make them think for example where would be a safe place to cross and children work out solutions for themselves making the learning more meaningful. She then carries out these safe procedures when on outings, reinforcing the learning. Children wear orange wrist bands with the childminder's telephone number on; this is as an extra precaution in case they get lost. She explains to older children the type of person they should talk to if they find themselves in such a position giving them strategies to cope and protecting them from dangers. Children regularly practise the emergency evacuation procedures so become familiar with the process, this means that they can quickly be evacuated in an emergency. A range of safety equipment is in place for example there is a carbon monoxide alarm, smoke detectors on all floors and a fire blanket and extinguisher in the kitchen. All are well maintained and appropriately placed to ensure that they are effective.

Children are safeguarded as the childminder has in depth knowledge of child protection. She has recently attended training and updated her policies in line with the new government directive for safe guarding children. Secure systems are in place to report any concerns, these include an incident book to record and monitor any existing injuries. Parents are aware of her responsibility to safe guard children as the childminder shares her policy with them. In order for the parents to be well informed she displays a poster which explains the process.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children respond extremely well to the childminder who has a natural ability to engage and communicate well with children and as a result children are happy confident and well settled. They benefit from her knowledge and experience of the Birth to three matters framework and the Foundations Stage curriculum. She uses this extensive knowledge of child development to ensure that children have fun, are nurtured, progress and thrive in this calm organised environment. The childminder makes excellent use of her observation skills and plans for the

individual needs of children. She provides an extensive range of child and adult initiated activities in order to ensure that children are engaged and interested. Children learn to be independent as they dress and undress for example when trying on the dressing up clothes and going to the toilet. The childminder becomes involved in their imaginative play as they set up a tea party offering and suggesting the resources they might need to extend their play. Children learn to self register identifying themselves from the photographs displayed by their pegs. As they progress they learn to recognise their name. Children are keen to choose their favourite books and snuggle up with the childminder. The childminder reads books with expression and captures the children's interest by involving them in what is happening in the book; children become fully engaged and are keen to anticipate what comes next. Children have many opportunities for art and craft. For example they make a collage out of paper squares and create a polar bear. Children enjoy music and rhyme and are quick to learn new songs. Children use their imagination as they find props for themselves, for example, they hide in baskets pretending to pop up like a jack in a box. Through out the activities the childminder gives children lots of praise and encouragement, which promotes their self esteem. In general there is a themed approach to the focused activities, although there is flexibility within this as the childminder is careful to respond to the children's needs. She allows them to follow their own ideas and encourages them to be independent learners. For example, the planned activity was for children to practise and develop the skill of cutting and sticking. As the theme is arctic animals the childminder had thought that the children would like to make a collage of a polar bear, she talks to them about the colour and texture of polar bears and where they live and provides them with a plastic polar bear to re-enforce the learning and recognition. Children then decide they want to make an 'Elmo' and the play is extended. The childminder talks to the child about the differences in colour and provides extra resources; she suggests the child looks at the picture on the wall. The child shows concentration and skill as they completed the task using a brush to apply the paste carefully inside the lines. The younger child is well supported encouraged by the childminder; the child sits and applies glue to their picture and sticks on white squares of material enjoying being part of the group.

Children have many opportunities to learn about numbers as the childminder brings it into every day conversation for example, children count the pieces of birthday cake and work out how many plates they need when playing with the tea set. In the dedicated maths area children are able to see number lines displayed so they begin to see numbers written in sequences.

In all areas children are able to see written word as the childminder has labelled items such as the television, book corner and the contents of the resource cupboard in the kitchen. This helps older children understand that print carries meaning.

Helping children make a positive contribution

The provision is outstanding.

Children are exceptionally well behaved because they are given the attention they need and are kept well stimulated. When the childminder is not able to immediately respond to their needs she explains to the child when they can expect the attention and then ensure that she does. This makes children feel as though they matter and helps them feel secure. Children feel a sense of belonging as they have a place to put their bags and precious items and are able to bring comforters from home. They are learning to take part and be responsible for such things as preparing food, setting the table and tidying away and are rewarded for being kind and helpful consequently they are keen to please. The childminder is an excellent role model for children and talks to them calmly and kindly saying please and thank you. As result children can be often seen to mirroring this behaviour and show consideration for others. Children have

formed excellent relationships with each other and are on the whole keen to share. They greet each other warmly and join in group activities and games.

The childminder is committed to providing a service that includes all children including those with disabilities and or learning disabilities. She holds the post of Special Education Needs Co-ordinator in a local nursery and as a result has attended training and has in depth knowledge on how to plan and care for children to ensure that they have the opportunities they need to reach their full potential.

Children increase their knowledge of and understanding of the wider world through an excellent range of resources, these reflect the positive images of diversity for example a range of small world people, dolls, puzzles, dressing up and books. The childminder has recently attended training looking at gender issues and in particular how boys play. As a result she has changed the environment providing them with the space that they need to play. All children have equal access to the toys; this is evident as the girls enjoy playing with the cars and construction and the boys enjoy dressing up as princesses and playing with the home corner equipment.

Children benefit as the childminder highly values the excellent relationships she has formed with parents. These are underpinned by written agreements. Parents are given high quality information through a daily diary which explains about their child's day in all aspects of their care; in addition to this the childminder uses a verbal handover to give parents a brief description of their child's day. An annual in depth report and portfolio of photographs makes valuable keep sake for parents. They meet together through out the year to discuss their child's progress and are asked to contribute their comments and suggest goals to further develop their child. A well organised, attractive notice board is provided for them with additional information such as the daily menu, the play plan and information about new regulations for car seats. The childminder provides leaflets on childhood illnesses such as measles and a list of contactable diseases is displayed. The complaints procedure and the telephone number of the regulating authority are clearly displayed should they wish to make a complaint. The parents report they value the service the childminder provides and are extremely happy with the care that their children receive.

Organisation

The organisation is outstanding.

The childminder provides a highly organised and stimulating environment for children. Children feel relaxed and safe in this very child friendly setting. Children are encouraged to develop to their full potential through a wide range of enjoyable and worthwhile play experiences and consequently make excellent progress in all areas of their development.

A range of comprehensive policies and procedures underpin the childminder's exemplary practice. These are clear and well written which makes them easily understood and ensure the safety and well being of all children. All documentation is confidentially stored and shared with parents so that they are fully informed of their child's development.

The childminder shows an in depth knowledge of the standards and keeps up to date with changes to legislation. She has informed Ofsted of significant events. A well organised portfolio is provided showing how she meets the National standards. She has taken extreme care in evaluating and providing information for her inspection and all records required by regulation are in place and kept effectively. She is highly committed to the continued professional

development in order to keep up to date with current best practice to ensure she provides highly effective care for children.

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

Improvements since the last inspection

At last inspection the childminder was asked to ensure that loose paving stones do not pose a hazard to young children. The childminder has now secured the paving stones so they are no longer a hazard to children ensuring children can play safely in the garden.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order 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