



Inspection report for early years provision

Unique Reference Number	207630
Inspection date	07 February 2007
Inspector	Tara Street
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 1990. She lives with her husband and two adult children in Glossop, Derbyshire. The whole ground floor and one room upstairs of the childminder's house are used for childminding and there is a fully enclosed rear garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children under five all day and seven children over five before and after school. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group which she helps run.

The childminder supports children with learning difficulties and/or disabilities. She is a member of an approved childminding network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and hygiene is effectively protected and promoted. Through the implementation of good hygiene procedures the childminder helps to protect children from any cross infection. Babies and toddlers are provided with individual flannels and assisted to wash their own faces and hands before and after meals. Older children confidently go to the toilet unaided, dispense their own soap and use paper towels to dry their hands. Children's progress towards independent personal hygiene routines are positively reinforced, such as receiving a sticker for brushing their teeth after meals. Children are appropriately cared for in an emergency as the childminder holds an appropriate paediatric first aid qualification. Written permission for the treatment of accidents and seeking treatment in an emergency also supports children's welfare. All care given is recorded and parents informed. However accident records do not always contain sufficient detail to fully inform parents of the nature of the injury, potentially impacting on children's health and wellbeing. Medication permissions and records are in place and ensure children's medical requirements are effectively met. A detailed sickness policy offers parents information about exclusion periods for children who are unwell, ensuring children are not placed at risk of infection and illness.

Children's nutritional needs are well met. They experience a wide variety of healthy snacks and meals which are freshly prepared to meet their individual dietary requirements. The childminder takes time to get to know the children's preferences and provides food that they will enjoy. She ensures the safety of food through good storage, preparation and cooking routines and follows hygienic practices for baby's bottles and pureed meals. Children's awareness of healthy eating is effectively promoted as they regularly discuss the types of foods that are good for their bodies. Meal times are sociable occasions with babies, children and the childminder sitting and eating together. Children are encouraged to take their time and enjoy their food. They are provided with age appropriate utensils to experiment with and develop independent eating skills. Children are well hydrated as fresh drinks are available and freely accessible throughout the day.

Children are developing a good awareness of healthy lifestyles and physical fitness. They experience a wide range of regular activities both inside and outside which develops their co-ordination and balance skills. The childminder encourages children to be active and is developing their understanding of how exercise helps to keep their bodies strong. Children have access to a large outside play area with bicycles, balls and slides. They are learning to become aware of their bodies needs, such as using sun screen on sunny days and putting on coats and hats in cold weather to keep warm.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are welcoming and child orientated. Children experience a well organised space which is used effectively to allow them choice and free movement. The setting is laid out in four areas, such as quiet activities, sleep, creative and general play to allow children of different

ages to play independently and safely. Children are made to feel welcome as the childminder displays their art work, craft displays and creative modelling around the rooms. Children enjoy making posters and use photographs of themselves taking part in activities to decorate the walls promoting their sense of belonging.

Children are cared for in a safe and secure environment. They experience a wide range of toys and resources that are appropriate for their age and stages of development. These are in a good state of repair and children enjoy using buckets of water and sponges to help keep them clean, which develops their understanding of toy hygiene. Daily activities are suitably organised to enable children to make individual choices about their play. The childminder has a sound knowledge and understanding of risk assessments. She carries out ongoing checks which enables children to play without risk of harm or injury. Children's understanding is raised as the childminder discusses potential hazards, such as road safety with them on a daily basis. Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced, such as children wearing whistles when on outings in case they become separated from the childminder. A thorough emergency escape plan has been written, which is rehearsed regularly with the children. Parental permissions are obtained to transport children and to take them on outings, which ensures children's continued safety.

Children are well protected as the childminder has a good understanding of child protection issues. She has attended appropriate training and has written a clear policy and procedure, which is shared with parents, that clearly states her role and responsibilities to ensure children are protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children experience a wide range of suitable and challenging activities across all developmental areas. The childminder carries out weekly assessments of children's learning and progress in line with the 'Birth to three matters' framework. She uses this information to plan suitable activities to meet the children's individual needs. Children's suggestions and requests are valued and planned activities are adapted to suit their interests, stimulating their play, learning and enjoyment. The childminder has a good awareness of child development. She organises the space and activities well to give babies, toddlers and older children space to play and develop their skills without interruption. Children experience a broad range of topics and themes, such as under the sea and celebrating Chinese New Year.

Children's learning needs are met as the childminder listens to their questions and comments and shows genuine interest in their discoveries. Children are encouraged to experiment and explore with the materials available and develop their creativity and imagination. They enjoy using large cardboard boxes to create play houses which they decorate themselves. Older children make large construction models which are valued and well cared for to enable them to play with these at a later date. Children enjoy taking their learning outside. They help to care for the plants and birds in the garden and plant their own baskets of daffodils. Children are developing an awareness of the world around them. They enjoy walks around their local community and visits to the local park to explore the wildlife. The children regularly attend the local library and toddler group, and are developing their socialisation and language skills.

Helping children make a positive contribution

The provision is good.

Children benefit from being treated as individuals. The childminder takes the time to get to know the children well, enabling her to provide appropriate care and promote their wellbeing. She meets the needs of children with learning difficulties and/or disabilities as she has a good awareness of how to adapt activities to offer suitable levels of challenge. She works closely with parents to discuss children's needs and liaises with specialists to ensure their requirements are met whilst in her care. Children are encouraged to listen to and respect each others ideas and opinions. Their awareness of diversity is raised through well thought out activities and resources. For example, they discuss how guide dogs can help blind or partially sighted people and enjoy topics on different festivals and cultures of the world.

Children are cared for in a secure environment where the emphasis is on positive behaviour. The childminder applies consistent boundaries and offers regular praise to promote good behaviour and develop children's self-esteem. A behaviour management policy is in place and is shared with parents to ensure the care offered is appropriate. Children are very well behaved and respond well to discussions about behaviour. They happily share toys and take turns with equipment. Their knowledge and understanding of the rules is promoted well through discussion, reading fun stories about sharing and general day to day interactions with the childminder and other children.

The childminder builds professional and friendly relationships with parents from the start of placement. She uses effective communication methods to meet parents' needs, such as a notice board, discussions at collection time and through a daily diary system. Information provided is clear and useful to parents, which promotes continuity of care for children. A clear complaints procedure is in place and detailed policies have been written which are shared with parents to keep them informed of the settings aims and objectives.

Organisation

The organisation is good.

Children's welfare is promoted as they are cared for by a suitably qualified and knowledgeable childminder who is effective in identifying her own training needs. She identifies and attends appropriate short courses which improve the care and learning offered to children. The childminder maintains a clear system to monitor who is scheduled in over the week, which enables her to provide appropriate activities for the ages and numbers attending. She maintains accurate registers to ensure children's continued safety when in her care.

All required records and documentation are in place with good levels of detail to ensure parents are fully informed of the settings practices. The childminder has devised and implemented an efficient review system to regularly update policies and procedures, ensuring they are up to date with current legislation and guidelines. Documentation is clear and easy to follow and is effectively shared; ensuring parents understand the childminders aims and responsibilities. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection the childminder agreed to obtain written permission from parents for transporting children in a vehicle. This is now in place and children's safety and welfare is promoted.

Complaints since the last inspection

Since April 2004 there have been no complaints made to Ofsted that require 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 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 accident records contain sufficient detail

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