



Inspection report for early years provision

Unique Reference Number	308506
Inspection date	21 August 2006
Inspector	Marina Anna Howarth

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 1996. She lives with her husband and three children aged 18, 12 and eight years in Waterfoot, near Bacup. The whole ground floor is used for childminding, with toilet facilities located on the first floor and there is a fully enclosed rear garden for outside play.

The childminder is registered to care for four children at any one time. She is currently minding three children under five years during the day. She walks or drives to local schools to take and collect children. She attends the local toddler group and takes children to the local library and park. The childminder does not offer overnight care. She holds the NVQ qualification in the relevant childcare field.

The childminder is a member of the National Childminding Association and Sure Start Childminding Network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean home where the childminder actively promotes good hygiene practice by implementing regular routines for cleaning the home and equipment. Children are beginning to learn how to keep themselves healthy through personal hygiene and care and taking responsibility for themselves. For example, they are aware that they need to wash their hands after visiting the toilet and before meal times. They are also aware of the location to independently access items which contribute to their health and well-being, such as the booster step and tissues. For example, the younger children are able to wipe their own nose and dispose of the tissue.

Children are alert and well rested as the childminder gives high regard to their individual routines for rest and sleep. Sleeping and resting arrangements are facilitated in a separate area of the premises to ensure children's privacy and comfort. As a result of this children are comfortable, refreshed and continuity of care is ensured.

Children are learning about healthy eating as the childminder provides them with a healthy selection of meals and snacks. Their individual dietary needs are met because the childminder works well with parents, who are kept informed through the sharing of weekly menus and individual daily diaries. Snacks and meal times are treated as a social occasion where all children are given the opportunity to sit together and relate to each other whilst they are eating. This is enhanced further by the childminder who sits with them and allows them to make choices and educates them during meal times. For example, children are asked whether they would like square or triangle toast to accompany their casserole, then they have to find where they are sitting by identifying the shaped toast they have selected. Children are offered a choice of refreshments throughout the day which ensures they are well nourished and hydrated. Their independent skills are being encouraged as they select their own drinking vessels and are actively encouraged to move on from bottle to feeder cup, to cup with no lid.

Children are alert and healthy because the childminder provides them with daily opportunities for physical exercise and fresh air, which she ensures is enjoyable and meets their developmental needs. As a result of this the children enjoy indoor and outdoor activities which contributes to their good health and helps them to develop control of their bodies. For example, they go on daily walks to and from school, they visit the local park and go on nature trails and they also attend an indoor large soft play centre. There are also daily opportunities for them to play in the enclosed garden.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a child focused, welcoming environment where their developmental needs are met through the provision of a broad range of safe, good quality resources. These are organised well and located in storage units which enable children to have independent access and view them easily. Children are learning about hygiene and cleanliness as the

childminder explains what she is doing when she wipes the table. For example, a young child obtains a cloth and happily walks around the home cleaning different objects.

Children's safety is of high priority to the childminder. Risks are identified and effectively minimised through the completion of regular checks and policies and procedures, which are implemented into the setting. Children are being actively encouraged to learn about safety, as they take part in regular fire drills which are recorded. They are encouraged to tidy up toys when they have finished playing and there are clear boundaries to keep them safe. For example, a child is running in the house with a shopping trolley; he is asked not to run as he may hurt himself and he responds by acknowledging, 'oh yeah...that's right' and immediately stops.

Children are protected well. The childminder has all the required procedures and documents in place to ensure their welfare is safeguarded and promoted. She has a good understanding of child protection procedures in line with the local authority. However, since the implementation of the guidance of the Local Safeguarding Children Board, her knowledge requires further development to ensure the continuity of children's welfare being safeguarded. She has devised additional procedures over and above the required standards which are extremely comprehensive and shared with parents. She has also actively participated in training to which she shows a high commitment. As a result, children's safety remains paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and secure while at the childminder's home. A warm, loving relationship between the childminder and children is evident as they respond and interact positively together. The childminder listens to and values what they say and has a very good knowledge and understanding of how children develop and progress. For example, when a child asks for some pennies to play shops, the childminder responds by saying, 'oh yes, I have saved you some in this purse from my holiday'. She gives the child the purse and the child fills the till with the pennies.

All children benefit from the childminder's in-depth knowledge of meeting their individual needs through regular consultation with the parents and observations made whilst they are in her care. Children are provided with consistent routines that offer stability, familiarity, opportunities to experience new things and they clearly thrive on the attention they receive. For example, set sleep routines are adhered to, meal times and free play.

Children are interested and involved in their play and are given opportunities to pursue their own interests. For example, one child expresses an interest in playing shops; all the resources are available to meet his needs and the childminder has collected some foreign currency which she places in a purse for him to use. Children's language and learning are being developed through the attention they receive from the childminder, who takes an active interest in what they are doing and talks to them about what she is doing. For example, she talks to a child about holidays and explains that she is going on an aeroplane with her mummy and daddy, up into the sky to visit the seaside.

Children have access to a broad range of equipment and activities which enables them to acquire new knowledge and skills. The childminder extends their play experiences by using the toy library and accessing facilities within the local community, such as soft play centres and toddler groups. As a result children are never bored as there is always something interesting for them to do.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well because the childminder works in very close partnership with parents. There are effective systems in place which ensures that information is shared on a continual basis. For example, the childminder keeps daily diaries on each child's progress. She has devised a booklet for each child illustrating photographs and information of various experiences and milestones and there is a notice board with relevant information for parents to access on a daily basis. As a result of this, children are ensured continuity of care and are fully included into the life of the setting.

The childminder actively respects and values children as individuals. She encourages them to be aware of the wider world through the provision of resources which reflect positive images and diversity. Children's learning experiences about other cultures has been promoted through the active celebration of different festivals. All children within the setting are involved and included as they are given the same opportunities to learn through play. At times activities may be adapted to meet an individual need but inclusion is given high priority. For example, if children are not interested in participating in messy tactile play, the childminder has provided a varied selection of repeated opportunities until an activity has been identified as being enjoyable for the child. As a result children are confident because they are valued and respected.

Children are learning to understand about responsible behaviour as they follow the positive role model set by the childminder. Each child receives praise and encouragement. The childminder demonstrates an in depth knowledge with regard to individual needs, as a result there is a close bond between herself and the children which is evident throughout all aspects of care. Children's behaviour is good as they are made aware of clear boundaries by the childminder and encouraged to look after their environment and their peers.

The childminder has developed good relationships with parents. She values and respects their opinions and has a variety of systems in place for the exchange of information. For example, daily diaries, verbal communication and notice board information. As a result, children's individual needs are given a high priority and met, ensuring there is consistency of good quality care.

Organisation

The organisation is good.

The childminder plans her time and resources well to ensure children have access to a range of stimulating, fun and interesting activities both inside and outside the home. Space is well organised and child focused which provides children with a welcoming, accessible environment which helps them develop their independence. This also ensures children have a sense of

belonging, they are familiar where things are kept and move confidently around the setting content and at ease.

All documentation is kept in accordance with the National Standards and is used effectively to promote the safety, care and well-being of the children. These are shared with parents during the gradual admission process. The exchanging of information is given high priority on a continual basis, as documentation is displayed on information boards and daily progress records kept. This ensures that parents are kept fully informed about all aspects of their children's care and the good quality service provided.

The childminder has a high level of commitment to attending further training and updating her skills and knowledge. She has recently attended an introduction to 'Birth to three matters' which is being reflected in her practice. As a result younger children continue to benefit greatly from her continued development and good understanding of good childcare practice.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection, one recommendation was raised for the childminder to develop her knowledge and implement the procedure of the function relating to incident recording. She has now devised a system for recording incidents, this ensures that children's well-being and safety is maintained to a high standard, as effective monitoring and recording procedures are in place.

Complaints since the last inspection

There have been no complaints made to Ofsted.

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):

- extend and develop knowledge and awareness of the latest guidance from the Local Safeguarding Children board.

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