

Inspection report for early years provision

Unique Reference Number	308939
Inspection date	23 May 2007
Inspector	Anne Mort
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 2002. She lives with her husband and two children aged 14 and five and in Leyland. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed rear garden available for outside play. The family has a hamster. There are 13 children on roll. The childminder walks children to and collects them from school. The childminder attends the local parent and toddler group. She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Priority is given to cleanliness in the home. Children are encouraged to have good hygiene habits with hand washing usually a part of the daily routine, though, on the day of inspection they did not wash their hands prior to their snack. Children are developing self care skills. They visit the toilet independently and know to use the soap and water to wash their hands afterwards. The childminder provides suitable equipment and toiletries for their use. Babies are kept safe from cross contamination of germs due to the childminder's hygiene practice when nappy

changing is taking place. She uses appropriate resources, bags and bins the nappy and washes the changing mat and her own hands immediately afterwards.

Children have opportunity to develop their physical ability. There are resources to promote physical development, both in the home and in the rear garden. These enable children to practise fine and gross motor control. For instance, indoors, children use creativity materials and outside they have the use of a slide, bikes, scooters, balls and water play equipment.

Children can rest in comfort when they are tired and follow their own routine in an organised setting. Children's health and well-being is given due consideration by the childminder. She has knowledge of first aid, having recently attended first aid training. Parents are made aware they will be contacted should their child become unwell at the setting and have signed that the childminder may seek emergency medical advice. There is a system in place to record accidents and the administration of medicine. However, clarification is needed between the childminder and parents as to when medicine may be given.

Children's health and dietary needs are acknowledged and recorded. Children are offered appropriate snacks, meals and drinks through the day. Children begin to understand what constitutes a healthy diet as the childminder talks to them about food and drink, for instance, talking about their snack of cucumber and carrots. The childminder works in consultation with parents and carers and is aware of a child's likes and dislikes. She takes this information into account when planning meal times.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very well maintained home. They play in an attractive designated play room that is specifically furnished and set up to provide for children's play, fun and relaxation. They have a very safe environment in which to play as risks are minimised due to the diligence of the childminder.

She takes all steps to provide for their safety, for instance, the neat storage of age appropriate resources and the provision of safety equipment throughout the home. Children move round the home independently. Their safety is promoted by the physical layout of the rooms where care is taken to present uncluttered floors and clear walking space near doorways.

Children are given choices and select activities from a wealth of good quality resources. Children's safety is fully promoted. Their movements are monitored to keep them safe with constant but not overwhelming supervision by the childminder. She allows children to explore their surroundings at their own level of understanding and their own pace of play. She monitors the presentation of play materials to make sure they are safe and appropriate for the children's age and stage of development.

Children learn how to keep themselves safe, for instance, they know to hold the pram when out on walks and are aware of and talk about basic road safety. This real life experience is extended due to the childminder securing suitable books on road safety and distributing these to parents, thus enabling teaching to continue at home to reinforce a vital life skill.

Children's welfare and safety is thoroughly promoted by the procedures in place and documents held about child protection. The childminder has a good awareness of what may constitute abuse. She is fully aware of her role in child protection issues and makes this known to parents.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are happily settled at the childminder's home and play in tidy rooms. Their enjoyment and achievements are greatly promoted by the excellent documentation in place. This includes many photographs of the children and displays of their artwork. Children's emotional security is firmly established because the childminder values their presence in her home and treats them with the utmost care and respect. Children are very confident and self-assured. They relate well to each other and to the childminder, who has a wonderful manner and initiates much fun and laughter in her interaction with them.

Children benefit through the childminder's extensive knowledge of how to plan for the care and education of young children. She has attended several courses including a course on the 'Birth to three matters' framework. She effectively puts this information to good use. Forward activity planning and arrangements for outings thoroughly provide for children's developmental stages. Children's language and conversational skills are significantly enhanced. The childminder uses age appropriate and stimulating language with them.

Children develop hand-eye coordination and take great delight in their creativity session where they use glue spatulas, glue, paper and card to create an animal mask. Their musical awareness and sense of rhythm is greatly promoted and rapidly developing due to the childminder providing good quality instruments and stimulating the children's interest. They are excited as they each have a turn to put their hands into a bag and pick a card. This illustrates a picture, for instance, a star and the children then sing 'Twinkle twinkle little star' as they use their chosen instrument.

Children are aware of numbers as a tool and the childminder is skilful at bringing number into everyday talk. For instance, they decide how many chairs they will need at lunch time, how old they are and how old they will be at their next birthday, how many arms a character has in a book. They are animated when using number rhymes in their songs and dancing. Magnetic numbers are on the fridge and the children enjoy putting these into the right order.

Children's imaginary and sensory play is significantly promoted as they self select and use resources to emulate, for instance, real life situations. They use toy medical equipment and blankets as a hospital and work together to create a tent out of a large sheet and chairs. They delight and thrill to the touch of shaving foam, seated on a large plastic mat on the floor with aprons on they swirl their hands in it, then their arms, laughing and giggling.

Children remain interested and highly motivated as they play. This is due to the childminder asking relevant questions to challenge and develop the children's thought processes. Children develop their concentration span and experience valuable early reading skills in sharing books with the childminder. They relax on the carpet and share stimulating conversation. The childminder asks questions and gives value to the activity. There is an unhurried, happy atmosphere as the children point to pictures and discuss the story content. Even very young children are becoming competent at handling a book, turning the pages and predicting the story line. Children spend their time purposefully and thoroughly enjoy a wide range of interesting play materials that offer optimal challenge.

Helping children make a positive contribution

The provision is outstanding.

The childminder demonstrates excellent awareness of how to plan and provide for equal opportunities for all the children. Children develop immense confidence and positive self-esteem through the interaction, care and attention they receive from the childminder. They thrive due to the childminder knowing them well and providing the right balance of praise and encouragement.

Children are offered a wealth of interesting resources and activities to further their understanding of the wider world. This takes the form of toys, books, themed play and outings. The childminder is very proactive and has established a book that contains beautiful and meaningful pictures of the lives of people with differing physical abilities and of different family and cultural backgrounds. Children are encouraged to look, think about these and discuss. They gain insight into the cultures and beliefs of others by celebrating different festivals, such as Chinese New Year and Easter. They quickly learn about the needs of others and readily share and take turns, for instance, with creativity materials.

The childminder ensures she is in a position to care for children with a range of needs. She has attended courses, for example, on the care and education of children where there are specific needs and a sign language course. Sensitive use of stories and children taking part in charity events help children to develop a very good understanding of the needs of others.

Children's behaviour is exemplary. They learn social skills because the childminder is extremely calm and consistent in her approach and ensures they know what is expected of them. They take responsibility for their play and, at times, initiate their own activity inviting other children to join in, for instance, as they attempt to make a tent out of the resources. They use pleasant and positive language to the childminder and to each other. They say 'please' and 'thank you' spontaneously and help the childminder with younger children. The rules of the childminding provision have been created through discussion with the children and are on display. The childminder is extremely skilled in the management of behaviour and uses lively conversation when offering praise. Children rapidly develop a high level of self confidence in their abilities.

An excellent partnership with parents contributes significantly to the children's well-being. They note on documentation all relevant details about their child to enable the childminder to provide appropriate, individual care. The childminder seeks their views and they are fully informed about the childminding service via a range of useful information. They receive written details about the childminder and the aims and routine of her practice, together with copies of policies and procedures to establish a strong sense of trust in which both parties are in full agreement about the care of the children.

Organisation

The organisation is good.

Children's welfare and all round development is fully promoted. Children are secure and at ease in the well organised environment. Their care is enhanced by the childminder having clear aims and good organisational skills. She is aware to keep children safe from persons who have not undertaken a vetting procedure and is extra vigilant when on outings.

Children play in tidy rooms. These give space for free movement and exploration. Children's needs are met as the childminder manages her time effectively, for instance, preparing meals

before children arrive. She attends to children's developmental needs in the provision of suitable resources and in her interaction with them.

Documentation is held in line with the National Standards for Childminding and used well to promote the care and learning of children. Information about children is recorded and there is verbal communication on a daily basis as a child is brought or collected. Policies and procedures relate to the planning and delivery of a good childminding service. They fully support the practice of a skilled practitioner. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the time of the last inspection there was a recommendation to improve the attendance register. Children's attendance is now noted on a daily basis with arrival and departure times noted. In addition to this it was recommended that an appropriate range of activities and resources be provided to ensure equality of opportunity for all children. This has been taken on board resulting in children's play being enhanced as they have equal opportunity to access all resources and take part in planned activities.

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

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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):

- promote children's health by reviewing the procedure for medicine administration.

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