

Inspection report for early years provision

Unique Reference Number	314304
Inspection date	18 December 2007
Inspector	Elizabeth Patricia Edmond
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 1995. She lives with her two teenage children in a semi-detached house in the northern area of Bridlington. Only the ground floor of the property is used for childminding. There is a playroom, lounge and kitchen; there are downstairs toilet and washing facilities and a secure rear garden used for outside play. The family lives within walking distance of local amenities. Children are taken to and from local primary schools and nurseries, usually on foot, although a car is also available for transport.

There are currently six children under eight years old on roll who attend various part time sessions, older children are also cared for. The childminder is a member of the National Childminding Association and the local childminding group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The childminder is proactive in helping children to enjoy a healthy lifestyle. They enjoy their healthy lunches which are often sandwiches made with wholemeal bread and cheese. Children's

health also benefits from the good portions of fresh fruit or vegetables that they have with each meal. Well nourished, children sleep well and wake refreshed, ready to play. They also learn about having less healthy options for a birthday treat.

Children's health benefits from the childminder's approach to encouraging them towards being active in the outdoors. They chat excitedly about jumping up and down on her trampoline or about galloping through the woods on the way home from school. Children also enjoy developing their physical skills as they play indoors. For example, they balance very well on the 'monster feet' stilts and move in different ways using the bubble-wrap. The premises are clean and tidy and the childminder helps the children to follow sensible routines for managing their own hygiene. They are confident about which is their own hand towel and they learn about keeping the babies healthy as they watch the childminder care for babies and copy her as they play with the dolls.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, well-maintained family environment. The premises are made safe in relation to the young children attending so that they can play freely. They learn about keeping themselves safe because they practise the emergency evacuation procedures regularly and the childminder reminds them about playing safely with the bubble-wrap plastic. The good quality play equipment is stored accessibly so that children can easily fetch what they want from the low level storage in the play room. Children also use the childminder's good quality domestic furniture for their rest and play. For example, they snuggle themselves down on the sofa when they are tired and get the paints out on the dining table for their art work.

All local and national child protection guidance is carefully filed should advice be needed and the childminder continues to update her child protection training. Her written policy confirms her commitment to safeguarding the children's welfare and her positive approach to working with other agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled at the childminder's house and they develop positive relationships with the childminder and each other. They play happily in each other's company and organise themselves comfortably onto the sofa for their nap together. Children snuggle happily with the childminder as they wake or when they share a favourite book, they also have fun involving her in their game with the dolls. Children develop their natural curiosity as learners. Young children have great fun with bubble-wrap plastic that the childminder has saved for them to play with. They roll around on the floor, jump up and down and wrap their hands or legs in the wrap. They explore using all their senses and then help the dolls to burst the bubbles with their feet. Children are fascinated, laughing as the childminder helps them to feel the air puffing out of the bubble as it bursts. They also enjoy sand and water play, particularly in better weather, and their interest in the world around them is increased through the regular outings to the beach or local parks and gardens. The childminder has a clear understanding of the importance of encouraging the children's independence. She helps them to develop their language skills by coaxing them to join in adult conversations and children are proud of the warm praise and encouragement they receive for putting their dummy into their pocket.

Young children learn about number because the childminder counts their hands and legs as they play and she helps them to think about how many candles they had on their cake. Children complete the daily calendar which helps them to think about greater numbers and become used to sequencing. The childminder has some good quality puzzles and games that encourage older children to concentrate and to work things out. She also helps the older ones with homework if they have any so that they have more free time at home with their parents. Children are proud of the art work that they do at the childminder's house; they point out which are their snowflakes or Christmas trees. They also become more confident to express themselves in music as they play on the keyboard or xylophone. Sometimes they simply express themselves by humming happily as they play.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals and they have their needs sensitively met. This is because the childminder gets to know them very well through careful liaison with parents and watching children as they play. This approach, along with the childminder's training and experience, enables her to provide a high level of care for children with learning difficulties or disabilities. The childminder understands the importance of using praise and encouragement to keep them children's self esteem high. Also, she uses terms of endearment such as 'darling' naturally as the children play; this further promotes a caring environment where children are happy, relaxed and behave very well as they play or have their lunch.

The childminder works very flexibly with parents to meet their and their children's needs; this includes some very early starts. Children benefit from the stable, long-standing three way relationships that children develop with the childminder and their parents. Effective liaison with school further provides children with a consistent coordinated approach to their care and education. Important information, about accidents or medication is always shared with parents in writing. Whilst there is daily verbal information about babies care routines, there is no written record of the babies' care routines. The childminder sometimes sends the parents picture texts of their children at play to show them how they spend their time. Parents confirm in writing their overwhelming support for the childminder.

Organisation

The organisation is good.

The childminder is very well organised in all aspects of her childminding. Children benefit from her approach to her own professional development. A rolling programme of training means that her skills and knowledge are kept up to date with such issues as child protection and changes to early years curriculum. She works with the local childminding group and the local authority to evaluate the provision and to plan improvements. Children are very happy and settled in the well-organised homely environment. For example, they settle themselves onto the sofa when they are tired and know where favourite play equipment is stored so that they can help themselves.

All aspects of documentation are in place and filed very effectively. Records of attendance are kept up to date and bookings are colour coded to reflect parents sometimes complicated shift patterns. This ensures that she keeps within her registered numbers at all times. All policies and records are shared with parents and signed by them to acknowledge their alignment and

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

Improvements since the last inspection

At the last inspection two recommendations were raised to improve outcomes for children. The childminder was asked to ensure that parents sign the medication records and that children have access to activities to support their understanding of disabilities. The childminder has taken professional advice on her policy for administering medication in specific circumstances and all records now show that parents are aware of all issues. This lessens the likelihood of any misunderstandings. The childminder has recent and relevant experience of working with children with disabilities. Parents confirm the childminder's dedication to promoting inclusive practice at her childminding setting. This means children develop positive relationships at all levels.

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 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):

- develop a system for recording the youngest children's care routines and development issues for parents

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