

Inspection report for early years provision

Unique Reference Number	317759
Inspection date	03 March 2008
Inspector	Lynn Masterman

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 registered in 2000. She lives with her two children aged five and ten years old. The family live in a small village on the outskirts of Doncaster. The whole of the ground floor of the childminder's house is used for childminding. The children have access to a secure outdoor play area. The family have a dog and a cat.

The childminder is registered to care for a maximum of four children at any one time. She is currently minding five children under the age of eight and three over eight who attend on a full and part time basis. The childminder takes and collects children from the local school. She takes children on outings and visits local play areas and amenities within the area.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well maintained environment. They learn the importance of good hygiene through planned activities and daily routines. For example, children independently wash their hands before meals and after visiting the toilet. Further risk of cross

infection is effectively reduced by the implementation of successful hygiene procedures, such as all the children have individual face cloths and towels. The childminder has secure knowledge of infectious illnesses. She makes good use of incubation and exclusion periods to ensure sick children do not return to the setting until they are well enough to attend. The childminder holds an up to date first aid certificate and a display sign shows the location of the first aid box to aid ease of access in an emergency. This ensures children's health is well protected.

Children benefit from a range of healthy meals and snacks offered by the childminder. A daily menu is displayed for parents and meals are linked to the five portions a day programme. Daily discussions with the childminder help the children to choose healthy options for tea as they talk about the food they ate at lunchtime. Children are able to access regular drinks for themselves, whilst younger children are encouraged through gentle reminders by the childminder.

Children's physical well-being is successfully promoted. Children enjoy regular exercise and have plenty of opportunities to play in the fresh air. Each day there are activities to help them develop their physical skills. For example, they regularly visit local parks and woods to climb, run and jump. They are encouraged to use their senses to experience different sounds, textures and smells. Younger children enjoy action rhymes and songs. They dance to music and enjoy simple exercises, which incorporate different bodily movements. This helps to make exercise fun.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure environment, where most risks are identified and appropriate steps are taken to minimise potential hazards, such as dangerous substances are stored out of children's reach and main doors remain locked to prevent children leaving unsupervised. The childminder has appropriate fire evacuation procedures, which are routinely practised with children. For example, children know when the childminder blows the whistle they must leave premises quickly. However, some fire exits are not free from obstruction. This compromises children's safety. Children are well supervised both inside and outside of the premises. The childminder makes appropriate use of opportunities to remind children of their own safety. For example, they are encouraged not to run in the home and are given clear explanations of the consequences of their actions. This helps children to be aware of their safety and that of others. They are beginning to become aware of road safety and know how to cross roads safely.

Children are independently able to self-select from a good range of age appropriate play resources and equipment, which are easily accessible, clean, well maintained and of a high standard. Effective monitoring systems ensure resources remain safe and suitable. For example, there are no sharp or loose parts that may cause a child injury. This ensures children have access to play resources, which are safe and suitable for their purpose. Resources are stored securely at child height, which promotes their independence, confidence and the opportunity to make informed choices about their play.

Children are safeguarded because the childminder has secure knowledge about her role and responsibilities. She has attended child protection training and has relevant documentation to support her, should she have any concerns about the children in her care.

Helping children achieve well and enjoy what they do

The provision is good.

Children have access to a warm and welcoming environment, where they are happy and confident. They are encouraged to be independent, make informed choices and have fun through play. The childminder provides daily opportunities for children to have personal attention and spends her time playing and talking to the children. The childminder is beginning to prepare children for the transition to school. For example, children have the opportunity to develop pre-writing skills. They skilfully hold a pencil and use straight and curved lines to draw familiar objects. This helps children feel confident and supported in their next stage of learning.

Children are encouraged to be independent, make informed choices and have fun through play. They have access to a good range of planned activities, which promotes their learning and development. Consideration is given to children's age and stages of development with a view that all children are included and can participate. Play provision is rotated to ensure children remain interested, motivated and stimulated. Activities are purposeful, which supports their language, mathematical thinking and imaginative development. For example, children make salt dough. They use their hands and cutters to create their own design. They weigh the ingredients and mix together the flour, salt, oil and add various essences. The childminder asks the children to describe the texture of dough. The children said 'it feels soft and squashy'.

The childminder has a good understanding of the needs of young children. She consistently explains to younger children what she is doing, which encourages children to link actions with words and make connections. Children have the opportunity to develop their sensory and exploration skills through daily activities. For example, children regularly put on raincoats and wellington boots to play outside in the rain. They jump, stomp and splash in the puddles. The childminder is beginning to record children's progress and shares this information with parents.

Helping children make a positive contribution

The provision is good.

Children have a strong sense of belonging and feel part of a wider family. For example, children know where to hang their coats and bags. Their individual needs are effectively met as the childminder takes time to get to know the children. She works in partnership with parents to ensure routines are linked with home. For example, parents are requested to provide a detailed care plan of their children's routine and individual needs. Children are happy and settled in the childminder's care. Her calm approach helps children to feel at ease and they are reassured by affectionate facial expressions and cuddles, such as when an unknown adult is present. This helps children to feel safe and secure.

Children receive positive praise and encouragement for their achievements, which develops their confidence and self-esteem. Good strategies ensure the effective management of children's behaviour. They are offered reason and explanation with the use of distraction and alternatives. They are encouraged to share, take turns and be kind and respectful towards each other. The childminder promotes the use of manners and, as a consequence, the children are polite and well mannered.

Children are beginning to develop an awareness of diversity through a varied range of play resources, which reflect positive images, cultural backgrounds and varying needs. For example, children are beginning to look at their own culture. They discuss their homes and families, the

clothes they wear and the different food they eat. This is extended further as they look at similarities and differences in other countries, such as India and Brazil.

Children benefit from the good relationships built with parents and information is freely shared on a daily basis. Parents have access to a well stocked notice board, which provides useful information about how to seek help and support with various childcare issues.

Organisation

The organisation is good.

Children's safety and welfare is well maintained by the childminder having a clear understanding of the National Standards. The environment is well organised to enable children to feel safe and secure. Space is used effectively and good organisation prior to children arriving ensures their environment is ready and welcoming. This contributes to them adjusting to a different setting quickly and engaging in a good range of age appropriate play activities.

The required adult-child ratios are met and children are supported because the childminder provides good levels of care and supervision. She attends regular training opportunities to enhance her practice and improve her knowledge of childcare.

All the required documentation is in place and stored securely to maintain confidentiality. There is a good range of well written policies and procedures, which are shared effectively with parents and contribute to the organisation of the setting. 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, the childminder was asked to practise an emergency escape plan, establish a written agreement with parents that sets out the expectations of both parties as to the activities provided and ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

Since the last inspection, the childminder has routinely practised the evacuation procedure. Detailed written agreements with parents regarding the care of children are in place. Children have access to a varied range of play resources and activities, which promote equality of opportunity and anti-discriminatory practice. These improvements contribute to the safety and welfare of all children.

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):

- ensure fire exits are free from obstruction at all times.

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