

Inspection report for early years provision

Unique Reference Number	319735
Inspection date	16 January 2008
Inspector	Paula Fretwell
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 has been registered for 17 years. She lives with her husband and two adult children in East Ardsley on the outskirts of Leeds. The childminder's husband and daughter assist her at times with the children. The home is close to local amenities, such as parks, toddler groups and schools, all of which are accessed by the childminder on a regular basis. The childminder uses her downstairs rooms for children and there is an enclosed garden for outside play.

There are 11 children on roll, all of whom attend part time. The childminder is a qualified nursery nurse.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's individual needs are very well managed in relation to health and hygiene. They have their own small hand towels to minimise the risk of cross infection, and the childminder manages their personal hygiene effectively. Children use tissues promptly for runny noses and the

childminder helps them to become aware of the need to use them. Nappies are promptly changed and disposed of and careful attention is given to hand washing. The childminder clearly understands the importance of excluding sick children to protect the health of others and has an informative sickness policy which is shared with parents.

Children's healthy eating is promoted very well through regular nutritious snacks and meals, and the childminder encourages them to talk about their favourite foods. Children learn about healthy eating through themed activities, such as 'healthy eating week' and they show picture books they have made during this topic. Drinks are regularly provided so younger children do not become thirsty and older children can access their own. The childminder understands how to ensure children's individual dietary requirements are supported and she works closely with parents.

Children take part in regular physical play through indoor and outdoor opportunities. They are developing confidence in moving their bodies as they explore their play environment. They enjoy regular walks to local areas and have access to the childminder's garden. Children enthusiastically talk about going to dancing classes with the childminder and they show how they can hop and jump and move to music. Children have opportunities to develop their physical skills during visits to soft play centres when appropriate.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is well promoted in an environment which is free from hazards, with positive steps taken to ensure children play safely indoors and outside. The childminder understands her responsibility to assess any risks and is aware to check for hazards in all areas used by the children. The childminder uses everyday opportunities to explain safety in a simple way to very young children, such as sitting properly on chairs. Fire drills are practised so that all children are clear what to do to keep themselves safe in such an emergency.

Children explore freely and safely around the environment and they make independent choices about what they wish to do. The childminder ensures children play safely with the toys and equipment by involving herself in their play and ensuring close supervision at all times. The very good range of toys and resources all meet safety standards and they are used appropriately for the ages of the children.

The childminder is clearly able to safeguard children through her knowledge of child protection and her understanding of local child protection procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and busy in the childminder's care and there are positive relationships with the childminder and her family which support children and help them feel secure. Children benefit from a familiar routine for care, learning and play and the childminder involves them in discussions about what they will be doing.

Children are learning well through play and they have fun in the setting. The childminder provides a good range of interesting activities, such as visiting local toddler groups, going for walks and free play at home. In school holidays the childminder ensures children enjoy a wide variety of activities and trips according to their interests. When in the childminder's home,

younger children enthusiastically engage in role play and the childminder joins in to enhance their learning. They feed their dolls, make beds and pretend to go to sleep. The childminder is very aware of young children's attention span and she follows children's cues to ensure activities are refreshed. Children enjoy making a train track and their vocabulary is extended as they talk about straight and curvy, light and dark and remember their own recent ride on a train. Very young children enjoy drawing and they giggle as the childminder's assistant draws round their hands and feet. Children enthusiastically select books and the childminder reads familiar and favourite stories to them at their request.

Children's development is promoted well because they have opportunities to choose their own activities, and the childminder joins in to enhance their play. The childminder works well with her husband, who assists with the children, and all children benefit from good levels of individual care and attention appropriate for their needs. Children's increasing independence is encouraged through the childminder's sensitive support and reassurance.

Helping children make a positive contribution

The provision is good.

Children are valued and respected in the setting. Their own routines from home are closely adhered to help them feel settled and secure, and their individual needs are met well through the childminder's effective partnership with parents. Information is exchanged daily which means that children are cared for according to each child's needs and in keeping with their parents' wishes. Samples of children's art work is filed for parents to keep, to show what their child has been doing. The childminder is beginning to record children's development although this is not yet fully in place or shared with parents. Parents express their satisfaction through letters of thanks within the childminder's file.

Children behave very well because the childminder has realistic expectations based upon their level of understanding. Positive language, facial expressions and tone of voice are consistently used when interacting with the children. Children are encouraged to tidy away their toys when they have played with them and they are eager to help because they enjoy receiving a special sticker afterwards, which they proudly wear. They are learning to take turns and share with toys and the childminder's time, and the childminder ensures no child feels left out. Older children make their own list of rules for acceptable behaviour, which are displayed in the play room.

Children are learning to develop a positive attitude towards others and an understanding of diversity through activities and resources. They acknowledge other cultural festivals through art work and eating different foods, such as for Chinese New Year. They have access to appropriate resources which show positive images of ethnicity, culture, disability and gender. The childminder has a very good understanding of children's different abilities and ensures all children have equal opportunities to join in with all the activities.

Organisation

The organisation is good.

Children benefit from the welcoming, well organised environment in which they can access their own resources. Toys are easily accessible within the playroom which means children are enabled to select and tidy away and their independence is encouraged within all aspects of their care.

Documentation which supports the childminding practice is all in place, up to date and filed confidentially, although attendance registers do not accurately reflect the attendance of school aged children. Written policies and procedures which clearly set out the expectations of the setting are shared with parents. The childminder is aware of any changes that may affect her role and she undertakes any relevant training. She works very well with her assistant, who knows all of the children well and there is good communication between them to ensure the children's needs are fully met.

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 it was recommended that the childminder improve procedures for nappy changing and hand washing and ensure the first aid box is stocked appropriately. All these issues have been properly addressed to ensure children's health and safety is well promoted. It was also recommended that parents have clear information about the regulator and that the childminder obtain guidance and contact details for child protection. Documentation now informs parents of Ofsted's address and contact number, and the childminder has full contact details and information with which to safeguard 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

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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):

- ensure the register of children's attendance clearly shows when children are present
- continue to develop the records of children's progress and share these with 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