

Inspection report for early years provision

Unique Reference Number	320304
Inspection date	17 October 2007
Inspector	Dawn Bonica Brown
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 1998. She lives with her husband and two children aged 10 and 12 years in a house in Otley, West Yorkshire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding 10 children on a part time basis, of whom four are aged over eight years. The childminder collects children from a local school. The family have a rabbit and a hamster.

The childminder is a member of a childminding network and runs a toy library for them. She attends the local carer and toddler club regularly.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are independent and have a good awareness of healthy hygiene practices. They remain healthy because the child minder follows good routines to prevent the spread of infection.

Children's health is well maintained record keeping regarding their well-being is thorough. For example, prior written permission is obtained to seek emergency medical attention and to administer medication. Written sickness procedures include a list of contagious ailments, incubation periods, signs and symptoms that parents should look for as well as a list of diseases which must be notified. Children who are contagious do not attend. This acts in the best interest of all children to prevent the spread of contagious ailments.

Children's well-being is further protected because the childminder is pro-active in ensuring that her paediatric first aid certificate is consistently maintained.

Children are well nourished. They learn about healthy eating on a daily basis and the childminder organises parental contributions to their evening meal so that all children eat a similar meal, in line with their individual preferences. Children develop a positive attitude to food through engaging in cooking activities centred on healthy eating and enjoy meals as a social activity.

Children are encouraged to take part in regular physical activities through daily walks to and from school, activities in the garden, which include growing their own fruit and vegetables and fun activities, such as making a teepee.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in safe, well maintained premises where space and resources are organised to encourage their independence and to promote their all round development in almost all areas. The exception to this is the book case which does not help younger children to select books easily. They play with good quality equipment and are well stimulated. For example, young children love to practise walking, using a push chair and similar walking aids and carry toys around the setting, such as a Moses basket and dolls. They use a toy cooker with utensils and help themselves to arts and crafts materials to enhance their artwork.

Risks to children, both in the home and outdoors, are minimised through good risk assessments. These include checking venues for safety and ease of access before children are taken on outings. The childminder takes all the necessary equipment with her, such as sanitary hand washing equipment as well as a first aid kit and a means of identifying herself as a childminder in case of accidents. Hazards in the home are comprehensively managed. For example, the smoke detectors are included in the electrical circuit of the house to guard against battery failure.

Children have a good awareness of how to keep themselves safe. They describe how they practise crossing roads safely and know they must hold hands at all times.

Children are well protected from abuse because the childminder has a good understanding of child protection procedures and uses the Local Safeguarding Children Board's guidelines. She is knowledgeable about the potential signs and symptoms and the reporting procedures. Children gain further benefit because she retains the child protection contact details for reporting. This means that she can act quickly in the child's best interest to safeguard their welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are eager to attend the setting and really enjoy their time with the childminder. They are extremely enthusiastic about the activities provided and are highly involved in a very wide range of purposeful and developmentally appropriate activities, both indoors and outdoors. For example, older children make a teepee in the garden, produce papier maché artwork and all children create objects using clay.

Children benefit enormously from the 'Birth to three matters' framework, which is implemented successfully, enabling young children to play cooperatively and alongside others. All children are engaged in extremely stimulating, well planned activities and take part in spontaneous events which support their overall learning. For example, young children learn how to handle scissors as they cut a range of textures and gain practical experience of density and quantity as they play with sand and water. Children make progress at their own pace because the same activities are presented in a way which enables them all to gain different experiences from the same activity. For example, young children enjoy sowing seeds and watering plants as children grow their own fruit and vegetables. At the same time, older children learn to make the links between the food they eat, where it comes from and how food keeps them healthy.

Children benefit from the childminder's skilful approach to extend their learning during activities as she helps young children learn new words through a variety of methods. Older children explore a wide range of materials and artwork through junk modelling, such as puppet making. They use a very wide range of malleable materials, which include creating objects using clay and salt dough as well as cooking activities. Young children's experience of junk modelling is extremely rewarding because the childminder understands their need to repeat actions. For example, a toddler pulls apart a newly completed junk model, then reassembles it gaining enormous satisfaction in repeating the action several times.

Helping children make a positive contribution

The provision is good.

Children enjoy excellent relationships with each other and with the childminder. They express their needs appropriately and confidently and older children demonstrate sensitivity and respect for each other. Children's good behaviour is promoted well through meaningful praise. For example, young children are praised for sitting patiently and incentives, such as 'good behaviour' stickers are used for clearing away activities without being asked.

Parents are positive about the provision and have very good relationships with the childminder. In particular, they value the childminder's willingness to share her expertise with them and appreciate the friendly family atmosphere. Parents give high praise to the activities their children are involved in and feel that their children are safe.

Children are valued and included because the childminder listens to them and helps them to negotiate with each other extremely well. The childminder values their opinions and encourages a sense of belonging. For example, their artwork is displayed all around the setting and children's individual needs are met through working closely with their parents. A daily diary is used to monitor young children's progress, which goes home with parents each evening so that progress can be monitored consistently.

There are currently no children attending with disabilities or learning difficulties. However, the childminder is knowledgeable about how to work with parents and professionals to provide continuity of care. Children benefit from activities which help them to value diversity. They learn to appreciate the differences in society through resources that reflect positive images of cultural diversity, disability and gender.

Organisation

The organisation is good.

Children's welfare is closely protected because the childminder has an excellent knowledge of child development, which she uses extremely well to provide expert care. Children feel secure and confident because they receive a high level of individual attention. They enjoy a warm, welcoming, child orientated environment because resources are organised in a manner which promotes their independence and stimulates their imagination.

Children's well-being is extremely well promoted through accurate, efficient and well maintained documentation which promotes their safety and welfare. Their progress is comprehensively monitored because the childminder has a clear sense of purpose and commitment to meeting their needs. She reflects positively on her practice to enhance all aspects of children's development. For example, she keeps abreast of new developments in childcare through relevant training and reading professional publications.

Children enjoy being with the childminder because she puts their well-being first. They flourish in her care through good organisation and the effective implementation of the childminder's understanding of the National Standards. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the childminder was recommended to ensure that all records of accidents are signed by parents. Children's welfare has improved through appropriate use of the accident book to ensure that all accidents to children are signed by parents.

Complaints since the last inspection

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.

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 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):

- improve the organisation of books so that younger children can select them more effectively by themselves.

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