

Inspection report for early years provision

Unique Reference Number	502972
Inspection date	29 October 2007
Inspector	Helene Anne Terry

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 since 2001. She lives with her three children, aged three, six and nine years in a detached property in Bradford, West Yorkshire. Areas of the home used for the children include the conservatory, lounge, dining area, kitchen and bathroom on the ground floor of the home. The garden is used for outdoor play.

The childminder is registered to care for a maximum of four children at any one time. At present she has seven children on roll between the ages of seven months and 11 years; most of whom attend for various sessions throughout the week.

The childminder takes children to and from the local school and regularly attends toddler groups. She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well nourished and their health and growth is promoted because the childminder has a good understanding of healthy eating. Children enjoy a cooked lunch and tea which include meals, such as pasta bolognaise, chicken and vegetables. Menus are available for parents in their information pack and children's individual dietary needs are fully considered. Snacks are offered throughout the day and include lots of fruit and vegetable sticks. Children help themselves to drinks from their own cups and bottles placed in the lounge and kitchen to keep them hydrated.

The spread of infection is minimised as there are good daily hygiene practices, such as regular hand washing before snacks, meals and after using the potty or toilet. Individual wipes are used in the play area and children enjoy washing their hands in the bathroom so that they can use child friendly paper towels that show their favourite cartoon characters. They learn that they wash their hands to get rid of the germs so that they do not get a tummy ache. This area is further supported by additional written guidance covering issues, such as the exclusion of children who are unwell, further minimising the spread of infection.

Children participate in a wide variety of physical activities which help to promote their health and development. They have regular opportunities for outdoor activities, such as using the garden and park, where they play with a very good range of equipment, such as a trampoline, a slide, bikes and the sand tray. They also enjoy indoor activities, such as dancing and marching to music and moving around the room in different ways, such as tip toeing. These activities enable them to explore and develop skills, such as balance, control and coordination. Their overall health is further promoted because the childminder keeps clear records of all health needs, records accidents and medication correctly. She keeps up to date with first aid training and obtains from parents written permission to seek emergency medical treatment or advice.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment and their daily safety is given a high priority. The home is used well to meet the needs of the children, with different areas used for different activities and age groups. For example, older children sit at the table in the dining room to do activities that are not suitable for babies. The childminder has a good understanding of safety, taking positive steps to prevent accidents and promote all aspects of safety. For example, a fire blanket and smoke alarms are in place, and cleaning fluids and sharp knives are out of reach. Children are building up a good understanding about keeping themselves safe because they discuss issues, such as road safety with the childminder, putting this into practise when they are out. In addition they regularly take part in the fire drills that are practised. The childminder maintains a good record of all practises undertaken.

Children are able to access an excellent range of age appropriate and good quality toys and play resources. These are stored appropriately so that babies and young children are not able to access toys with small pieces. Toys and resources are clearly accessible in containers, baskets and on shelves; so that children can see what is available and make choices about their play.

Their welfare is well promoted because the childminder has a good understanding of her responsibilities regarding child protection. She has attended training in this area and ensures that she has all relevant details and paperwork to enable her to record, report and follow up any concerns in line with the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the childminder's care. They enjoy learning new skills through a very good variety of exciting, interesting activities that are available to them. They experience learning and play opportunities inside and outside the home and through visits and outings. Children enjoy playing with the dough as they use different implements to make changes to it, such as cutters, rolling pins, scissors, and shapes. They delight in playing the butterfly game where the objective is to catch as many paper butterflies that they can using the nets. Children enjoy role play using their imaginations as they play with the dolls and prams and cars and garage. The childminder introduces early mathematical problem solving skills as they are asked how many boy dolls and how many girl dolls they have in the pram or how many butterflies they have caught in the nets. The childminder has an understanding of the 'Birth to three matters' framework to support young children's learning. Children take part in activities that are of interest to them and that they relate to everyday life experiences. For example, they look at books and have discussions about babies when new babies are born into the families. Children's development records are used to support their learning and development. The childminder records observations of what the children can do and uses this information to further enhance their development. Children develop independence in daily routines, such as when using the bathroom and at meal times, and they confidently help to tidy activities away.

Children are encouraged to make choices and suitable storage enables them to access the resources freely. The clear floor space enables them ample space to move around safely. Children's confidence is encouraged at all times and they receive praise and encouragement for all their achievements. The childminder has a good understanding of their individual needs, likes and dislikes and discusses their development with parents. This enables her to provide activities which are age-appropriate and stimulating.

Very good relationships have been formed between the childminder and children and interaction is very good. The childminder spends time involved in the children's play, extending their learning. Their views are respected and she offers cuddles and takes part in playful talk with the children, boosting self-esteem and confidence.

Helping children make a positive contribution

The provision is good.

Children benefit from the childminder's good relationships with parents. They are given clear information about the childminder's policies and procedures so that they are aware of expectations and the care offered. They are also kept well informed of their children's progress and activities through regular discussions with the childminder. They are able to gain further information through daily diary sheets for babies and the children's art files and development records. Through discussion the childminder reveals that she is proactive in identifying the needs of children with learning difficulties and disabilities to ensure that they reach their full potential. She works well alongside parents to support the needs of the children.

Children feel valued because the childminder has a good understanding of equal opportunities, recognising differences, respecting each child as an individual and ensuring that she is aware of their varying needs and is able to meet these consistently. This is supported by a practical equal opportunities statement. She supports children well who speak English as an additional language by using words alongside non verbal communication, with the support of parents. Children are offered appropriate opportunities to learn about other lifestyles and our diverse society. They have regular access to a range of play resources, such as books, dolls, dressing up clothes and play figures, which give positive images and information about other ways of life, including disabilities. They are building up their knowledge of other cultures through practical activities, such as tasting food from other countries and celebrating a variety of festivals from around the world.

Children's behaviour is good. They are polite, use good manners and they are learning about sharing and turn taking. They are set consistent boundaries and are aware of the house rules. They are given clear explanations and the childminder discusses behaviour with them, enabling them to understand and start to take responsibility for this. Children are praised and encouraged for their efforts, which boosts their self-esteem and confidence.

Organisation

The organisation is good.

Children's daily care and development are enhanced by the childminder's thoughtful organisation of her work. Days are planned to include appropriate play opportunities for children of all ages, and to include time for them to eat and sleep comfortably and according to their usual routines. Space within the home is well organised so that children are offered appropriate activities and their varying needs are met. For example, there is floor space for larger activities, a table for craft activities and an additional area for quiet times.

Children's safety and welfare are consistently promoted because all details and information are accurately recorded. All paperwork and records are accessible, well organised and stored confidentially. Children benefit from the childminder's positive attitude towards reviewing and improving her practice. Her positive attitude to training means that she is aware of current practice. The childminder has written clear policies and procedures which cover most areas of work. However, the complaints procedure is not fully in line with the changes to the National Standards in 2005. The records and policies and procedures are put into practice on a daily basis, ensuring that children are offered consistent care and that parents are aware of the childminder's practice and routines. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the previous inspection it was recommended that improvements were made the attendance register and that the childminder continue to extend her knowledge and understanding of childcare issues. Good improvements have been made to enhance children's welfare. The register is now well maintained and the childminder continues to update her skills and knowledge.

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 the complaints procedure to ensure that it is in line with the changes to the National Standards in 2005.

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