

Inspection report for early years provision

Unique Reference Number	505166
Inspection date	15 October 2007
Inspector	Sandra Davies
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 December 1993. She lives with her husband and two adult children. They live in an established modern residential area of Saltburn, close to local amenities, shops and schools. The whole of the ground floor is used for minding. There is a lounge/diner and breakfast room available. The toilet is located at first floor level. There is an enclosed rear garden available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding eight children under eight years on a part time basis. Seven children over eight years are also minded on a part time basis. The childminder walks to local schools to take and collect children. Children are taken to the beach, the woods and the library.

The family has a dog. Minded children have supervised access.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The childminder has good hygiene routines in place to protect and promote children's health. High standards of cleanliness are maintained and equipment and toys are cleaned regularly. Children's awareness of hygiene practice is raised by the childminder ensuring hands are washed as appropriate and by setting a good example. Tissues are readily available, liquid soap and paper towels are used and the childminder talks about the importance of hand washing. Children have taken part in an oral hygiene activity and they bring their own toothbrushes to the childminder's. Food is stored correctly and children are aware of the need to wash fruit before eating. The childminder has taken a level two food hygiene course. Sound systems are in place for dealing with medication and accidents and the childminder holds an appropriate paediatric first aid certificate. Parents are made aware of the sick children policy, are provided with a list of exclusion periods and the childminder seeks further information on communicable diseases as required. These procedures ensure that children's health needs are well met.

Children benefit from being offered varied, nutritious food. The childminder works well with parents to provide food which is good for the children and meets their dietary needs. They enjoy ingredients that promote their healthy growth and development, including fruit and vegetables. Children learn about healthy eating as they help to prepare food and make fruit faces. The childminder has collected information on healthy eating and child nutrition. For example, 'Eating well for the under 5s' and '5 a day recipe cards'. The childminder's understanding of children's dietary needs promotes their healthy growth and development.

There are opportunities for outdoor play and fresh air on a daily basis. Children regularly engage in physical activities and enjoy participating. For example, they go for walks, climb up and down the sand banks on the beach and splash along the waters edge, use large equipment at the park, have running races, do acrobatics, use skipping ropes and play hopscotch. Rain does not detract from their outings and they enjoy getting wrapped up and going for walks in the woods in the rain. Children also have the opportunity to take part in musical movement and dance at a local centre. Children are able to rest and be active according to their individual needs and routines and children that are tired are made comfortable.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming and secure environment which offers access to a range of play equipment and resources. Risks are identified and minimised and regularly reviewed. This means children are able to move around safely, freely and independently. The premises are kept secure by ensuring that the external doors are kept locked and the gate bolted. The childminder has demonstrated her commitment to ensuring the premises are safe by taking a family safety course.

The furniture, toys and equipment provided are appropriate for their purpose and help to create an accessible and stimulating environment. They are of a suitable design and condition and are well maintained. Children use a range of good quality toys and equipment which is appropriate to their age and stage of development. Play resources are rotated and made readily available, allowing independent choice.

Positive steps are taken to promote safety within the setting and on outings and proper precautions are taken to prevent accidents. Fire safety is given high priority. There are smoke alarms at all levels and a fire blanket available. Children have visited the fire station, have access to child friendly fire safety literature and take part in the fire evacuation procedure, which is displayed on the wall. This is carried out on consecutive days, ensuring that all children have the opportunity to take part. The childminder gives high priority to helping children understand how to keep themselves safe. For example, she promotes road safety when out walking. The children have taken part in a road safety promotion at the local library and dressed up in 'lolly pop' outfits. Children have also visited the police station. They are taught about the dangers of the sea and the childminder has made them aware of safety around animals.

Children are safeguarded well because the childminder understands her role in child protection, has a good understanding of the child protection procedure and is able to put appropriate procedures into practice when necessary. She is aware of the different kinds of abuse and of possible signs. All required procedures and documentation are in place. The childminder intends taking a safeguarding course in the near future, demonstrating her commitment to keeping up to date with procedures

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and happy in the childminder's care. Routines have been established which promote children's sense of security and develop their confidence. Children have a good relationship with the childminder and this increases their sense of well-being. Children's self-esteem is developing as a result of the childminder encouraging and assisting as needed.

Children enjoy using a range of resources which the childminder supplements by using the toy library. For example, lots of books, table top games, a range of jigsaws, musical instruments, construction, craft materials and dressing up clothes. They take part in play and learning, appropriately supported by the childminder. There is an effective balance of meaningful routines, free choice opportunities and adult-led activities which maximise the children's development in all areas of learning. For example, children happily sit and play with the toys, enjoy painting, play dough, craft activities, listening to or reading stories and role play. Children have opportunities for fresh air and physical activity. They go to the beach looking in the rock pools, collect leaves in the woods and play skittles, hoopla and croquet in the garden.

Children have good opportunities to learn about their community and culture through trips to the fire station, the police station, the library and toddler groups. There are opportunities to learn about the wider world through multicultural resources and activities. For example, multicultural dolls, books on 'Why are people different' racial bullying and people with disabilities. The childminder uses the toy library to extend her range of resources. Activities have included different countries of the world, looking at their culture, dress and foods.

The childminder is developing an understanding of the 'Birth to three matters' framework. She is aware of the need to ensure that activities are sufficiently challenging to move children on to the next stage of their development. This ensures that activities are planned to meet the individual needs of the children and that each child makes progress.

Helping children make a positive contribution

The provision is good.

The childminder actively promotes equality of opportunity and anti-discriminatory practice resulting in all children feeling valued and free from discrimination. Children play with a good range of resources and take part in activities which promote diversity. Play resources include positive images of culture, ethnicity and disability. Children are beginning to learn about the wider world through sensitive discussions with the childminder who also acts as a positive role model. Children learn about the local community as they take part in outings to the fire station, the library and toddler groups. All children are welcomed into the setting and participate fully in all activities because the childminder values and respects their individuality. She is willing to work with other agencies to help children.

Children are given clear boundaries for behaviour and the childminder uses her experience well to provide a positive calm atmosphere in which children can feel relaxed and secure. She considers the different ages and levels of understanding. For example, older children have a set of house rules displayed on the wall. This helps children learn to understand good behaviour and play harmoniously together. The effective use of praise and encouragement ensures children feel happy and confident. Parents are made aware of the methods used and given a copy of the behaviour management policy. Methods used are discussed with parents to ensure consistency. The childminder has attended a challenging behaviour course. These methods ensure that children's behaviour is managed in a way which promotes their welfare and development.

Trusting partnerships have been established with parents to help promote children's well being, development and progress. Children benefit from the positive partnership the childminder has developed with their parents. Verbal information about their child's stay and activities is passed on after each visit. This enables the childminder to meet each child's individual needs. Parents are given a parent's pack which includes information about the childminder and a copy of the comprehensive policies and procedures. The inspection report is made available. The registration certificate and Ofsted poster are displayed.

Organisation

The organisation is satisfactory.

The children feel at home and at ease in the well-organised environment. This means they are confident and can initiate their own play and learning. The childminder meets the required adult-child ratios and space and resources, both indoors and outdoors, are organised to meet the children's needs effectively. The childminder has a clear sense of purpose. She demonstrates commitment to continual improvement and keeps her knowledge up to date. The childminder has completed several relevant training courses, including family safety, healthy eating and challenging behaviour. She has developed her understanding of the 'Birth to three' framework, intends taking a safeguarding children course and has started to read and assimilate the 'Early Years Foundation Stage' information. This has increased her knowledge and skills and allowed her to develop her practice. She is committed to improving the service and actively seeks ways to enable her to do this successfully.

Attendance records are kept up to date and indicate that adult to child ratios are maintained. Records, policies and procedures, which are required for the efficient and safe management of the provision, and to promote the welfare, care and learning of children, are maintained. However, the medication and accident record does not allow for individual entries to be kept

private. Records are shared with parents, to keep them well informed and information is shared on a daily basis. This contributes well to the continuity in the children's care. The childminder has high regard for the well-being of the children and they receive good adult support and attention. 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 provider was asked to ensure that low-level glass panels are safe or inaccessible. Low level panels are protected, increasing the safety of the 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 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 that the system for recording accidents and medication allows for confidentiality to be maintained.

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