

Inspection report for early years provision

Unique Reference Number	EY266364
Inspection date	17 December 2007
Inspector	Jane Shaw
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 2004. She lives in Altrincham, Cheshire. The whole of the ground floor, along with two bedrooms and the bathroom on the first floor of the childminder's house are used for childminding. There is access to an enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding two children under five years on a part time basis, and two children over five, before and after school. The childminder walks to local schools to take and collect children. The childminder attends the local toddler group. The family have a dog as a family pet.

The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because their physical, nutritional and health needs are promoted as a result of the procedures and practices employed by the childminder. Older children are encouraged

to wash their hands after using the toilet and certain activities, and before meals. Younger children are supported in this task. Access to toilet and hand washing facilities is on the upper floor, however, the childminder offers supervision and support where necessary. Appropriate resources are in place for the changing of nappies ensuring children's good health. Appropriate systems are in place to record accidents and the administration of medication, ensuring parents and carers are kept up to date with their child's care and well-being. An appropriate sick child procedure, which is shared with parents and carers, ensures they are aware of the childminder's responsibility to their children and the creation and maintaining of an infection free environment.

Children enjoy healthy diets. They are provided with a variety of healthy options throughout their minded day, for example, children have access to fruit at all times. The childminder has access to reference information on food and nutrition and uses this when planning and discussing food and meal arrangements with children and their parents. Older children are involved in making choices about, and assisting in the preparation of their snack tea as part of an activity. Children have independent access to drinking water at all times and younger children are offered regular drinks. The childminder works in agreement with and discusses bottle preparation and weaning for babies with their parents and carers.

Children's physical health is promoted through regular opportunities to be outdoors at the childminding premises or within the local community. Children enjoy walks to and from school and trips to the local park. Children's physical skills development is promoted through access to activities and resources within the childminding premises. For example, children and babies develop hand eye coordination as they reach for toys placed near them, and older children are involved in a variety of craft activities requiring small manipulative skills.

The childminder has an awareness of the 'Birth to three matters' framework having access to written information. This knowledge is used to provide opportunities for children under three years.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The childminder makes good use of the available space to provide the children with an environment which promotes their well-being and enjoyment. Younger children are cared for predominantly on the ground floor, with older children having access to rooms for activities, and the bathroom on the first floor. All areas are appropriate for children's use and promote their health and safety. The childminder plans the environment prior to children's arrival ensuring they are made to feel welcome at the start of their minded day.

Children have access to a good range of toys and resources to support their enjoyment and development. For example, babies and younger children access toys that promote the development of physical skills. The childminder has access to equipment to ensure children are cared for safely and appropriately, for example, high chairs. Babies access toys placed near to them, whilst older children make independent choices about which resources they wish to use. Toys and resources are rotated regularly throughout the day to sustain children's interest. Toys and equipment are safe and hygienic and promotes children's health and safety during their play and care.

Children are cared for in an environment where their safety is promoted. The childminder is clear about her responsibility in keeping children safe from harm and has appropriate safety equipment in place or available, for example, safety gates and socket covers. The regular

practising of fire drills with children ensures that children's responses are appropriate in the event of this occurring. A written fire evacuation plan is shared with parents and carers at the initial stages to ensure that they are aware of the childminder's responsibility in protecting their children. The childminder is a member of a local childminding group who offer support to one another in the event of emergencies. All parents are aware of these procedures.

Children are well protected because the childminder fully understands her role in safeguarding their welfare. The childminder has an awareness of the signs and symptoms of abuse and has access to written reference information to support this knowledge. The childminder is clear about her responsibility in protecting children. She is aware of how to refer concerns with any issues that may arise. She also makes parents and carers aware of her responsibility to their children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and comfortable in the company of the childminder. They receive good support encouraging their enjoyment and development. The childminder has an understanding of how children learn and develop and provides appropriately pitched activities for individual children. For example, younger children are offered mat play or activities placed on their high chair table, dependent upon their level of development.

Younger children being cared for show their excitement, for example, kicking their legs, moving their arms and 'gurgling' when spoken to by the childminder. Toys are placed next to younger children on the floor to help them develop physical skills, mobility and hand eye coordination. These are placed slightly further away each day to encourage movement. Babies respond well to the childminder's voice, eye and physical contact responding by 'talking'. Babies enjoy accessing a range of appropriate toys and resources, for example, noisy and feely toys and brightly coloured toys. They are introduced to more tactile experiences, such as painting, water, dough and other similar activities when appropriate to do so.

The childminder plans activities for older children, but they have opportunities to make choices about activities and self selecting toys from the range available. Older children enjoy a range of play experiences, for example, baking, construction, more mature imaginary play, a variety of craft activities and look forward to treasure hunts within the local park. Older children have access to a good range of books to support their learning and enjoyment. Children are offered help with homework if they wish. The childminder plans activities to celebrate festivals from around the world, such as Diwali.

Children receive lots of praise and encouragement for attempts and achievements which enables them to persevere and practise skills. The childminder uses good language and tone of voice to actively encourage children's enjoyment and pride in their achievements.

Parents and carers are kept informed of the different activities their children are involved in during their minded day. In addition, parents and carers of babies receive information about their child's sleep, along with other information.

Helping children make a positive contribution

The provision is good.

All minded children have equal access to all the activities and experiences offered by the childminder. Activities and resources are made appropriate to children's age, understanding and developmental stage. Children access a range of resources that reflect diversity routinely in their play. For example, books reflecting diversity are placed amongst the other available books for children to independently access. Older children's understanding of diversity is promoted largely through discussion regarding the need to have respect for each other's differences. For example, children learn about different countries of the world through celebrating festivals and visiting a European market to see how different countries celebrate Christmas. Children's individual routines and traditions are agreed and respected. Children's individual needs and specific care requirements are discussed with parents and carers in detail prior to their child starting. This enables the childminder to tailor her services accordingly and provide appropriate care for each individual child.

Children's good behaviour is promoted by the childminder through the use of positive praise and encouragement. The childminder joins with them in their activities promoting and supporting their learning and enjoyment. A positive behaviour management policy describes the use of appropriate strategies to promote children's good behaviour.

Positive partnerships with parents and carers support children's placements. Children's individual needs and requirements are discussed carefully and in detail with parents and carers prior to placement. Babies and younger children's sleep patterns and individual routines are discussed in detail with parents and carers. These arrangements are reviewed on a regular basis and as children reach particular milestones in their development. Parents and carers have access to a file of information about the childminder, her training and experiences, references, along with access to some policies and procedures. Parents and carers are given feedback on their child's minded day in both verbal and written form which looks at meals and activities. Parents and carers confirm that they are very happy with the care the childminder provides their children and the support she gives both to them and their children.

Organisation

The organisation is satisfactory.

All checks have been successfully completed on the childminder ensuring minded children's safety at all times. The childminder works to create a well planned and organised environment for children, preparing areas and resources prior to their arrival. A current paediatric first aid qualification ensures the childminder is able to respond to any accidents or incidents in a confident and prompt manner ensuring children's safety and well-being at all times.

All legally required documentation and records are in place ensuring children are cared for safely. However, some of the childminder's records, including her attendance register, were damaged during recent flooding at the childminding premises. The childminder has only just returned to childminding following renovations to her home and is working hard to replace this information. As a result of this, the childminder has decided to keep her attendance register on the family computer, however, it was not possible to view this on the day of the inspection. Information on attendance for previous weeks is available in written form, however, the childminder does not complete this as it happens. Information regarding children's individual needs and requirements are discussed with parents and carers prior to their child starting and

recorded on appropriate forms, however, information relating to siblings is recorded on the same form, and some forms showing parental consent do not show the child's name.

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 two recommendations were made which related to: documentation and records, and the extension of resources to reflect diversity.

Both recommendations have been appropriately addressed. The childminder obtains consent for the seeking of emergency medical treatment and the administration of any medication administered to children is appropriately completed. This ensures children are cared for safely and that parents are kept up to date with their child's care and well-being.

The provision of resources to extend children's understanding of diversity has been developed and includes a variety of books, dolls, small world figures and reference information. This ensures that children are developing an understanding of each other, their own environment and the wider world.

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 complaint 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):

- amend child details forms in relation to siblings and ensure parental consent forms include the child's name
- ensure children's attendance is recorded as it happens and that registers are available at all times for inspection.

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