

Inspection report for early years provision

Unique Reference Number	EY293060
Inspection date	08 January 2008
Inspector	Jeanne Lesley Walsh

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 July 2004. She lives in the Gee Cross area of Hyde with her partner and two children aged six and two years. She is registered to care for five children under eight. The registration does not include overnight care. Childminding takes place in the lounge, dining room and kitchen and in the bedroom/playroom upstairs. A further bedroom may be used for sleeping. Children have access to bathroom facilities on both floors and there is a front and rear garden for outdoor play. Minded children are taken to local children's activity groups with parental consent.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a clean, hygienic environment where they are becoming aware of the importance of good hygiene through daily routines. They are encouraged to help to tidy up and wash their hands before meals and after using the toilet or playing outside. The children all have their own individual toothbrush and clean their teeth after eating. They sleep in a cot or bed with their own individual bedding to help reduce the risk of cross-infection. The

childminder demonstrates a willingness to work closely with parents to provide consistent toilet routines, such as potty training and toilet training and provides appropriate equipment to help them. Good nappy changing routines are in place and nappies are double bagged for disposal. However, the childminder uses a changing blanket, which is not washed after each use and, therefore, creates a risk of cross-infection.

Confidential medication and accident records are kept in good order, including details of any injuries a child may have on arrival at the setting. There is a first aid box available and the childminder has an up to date first aid training certificate. She also obtains written consent from parents to seek any necessary emergency medical advice or treatment. This means that she is able to provide appropriate care for children in the event of an accident or emergency arising. The children receive regular exercise each day and photographic evidence shows them walking in the park and feeding the animals and the ducks. They frequently visit a toddler gymnastics group or an adventure activity centre or go swimming with parental consent.

The childminder discusses children's individual dietary needs with parents including likes and dislikes and any particular allergies. Parents usually provide the food for babies and the childminder provides food for the older children. She demonstrates an awareness of healthy eating and children benefit from varied menus, which include mostly home cooked foods and regular drinks. The children are beginning to develop good social skills as they eat their meals at the dining room table, chatting happily about what they are eating and about their day. The childminder also considers the different needs of babies, such as nursing a baby when bottle feeding. The children are also learning about healthy eating through activities. They wash the grapes, help to spread the butter on sandwiches and choose their favourite filling. Photographic evidence shows the children baking and helping to wash up. They are beginning to learn where some foods come from as they grow their tomatoes and seeds in the garden. They know that the plants need sunshine and water to grow and so they water them daily and measure their progress. They also visit the supermarket to buy some foods where they help to choose the onions, find the carrots and collect the foods on their shopping list.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming home environment. The premises are well maintained and the space available is organised so that children can play safely and comfortably. There is a good range of toys and equipment available within easy access of the children so that they can make independent choices of what they wish to do. Equipment conforms to safety standards, is age appropriate and is kept in a clean, safe condition. Activities are alternated regularly to maintain interest and according to the individual needs and stages of development of the children attending. The childminder also further supplements her range of books by accessing the book library.

The childminder demonstrates an awareness of all safety issues and has made efforts to reduce risks for children both in the home and in the garden. Children are under the direct supervision of the childminder at all times and good security ensures that they are not able to leave the premises unsupervised. Fire safety procedures are in place with smoke alarms and a fire blanket available. There is an emergency evacuation procedure in place and fire drills are practised regularly for the protection of the children.

Children are protected because the childminder has completed Local Safeguarding Children Board training and is clear about her role and responsibilities in any child protection situation.

Information is available for reference and is shared with parents. The childminder is able to recognise possible signs and symptoms of abuse and she demonstrates through discussion, that she is aware of procedures to follow should she have concerns. Children are also learning to keep themselves safe. They take part in local initiatives in conjunction with the school. They are learning about road safety and they wear their 'kerbcraft' badges and arm bands that help them to be seen in the dark. They know that they always cross the road with the lollipop lady and they sing their stop, look and listen rhyme. They talk about holding hands as they cross the road, not running and staying together when they are out. In the car the children are learning the importance of using a seat belt and an appropriate car safety seat, as the childminder explains that she will not drive unless everyone is properly strapped in. On visits to the swimming pool they know about keeping safe by not running because they might slip and they also remember that they do not run in the house. They are also starting to learn about 'stranger danger'.

Helping children achieve well and enjoy what they do

The provision is good.

The children follow a flexible daily routine, which ensures that their individual care needs are met, such as nappy changing, eating, sleeping and school runs. They become involved in a range of opportunities that help them to develop and progress as individuals. The children independently choose from the activities that the childminder prepares before their arrival. She rotates toys and activities regularly to make sure that children do not get bored. During the inspection the children busily roll the play dough flat so they can use the moulds to make the shapes of animals. They make pretend food for dinner and carefully feed the dolls. The childminder asks where the red plate is and wants to know what colour dough they have. They quickly move on to painting and they talk about the yellow sunshine, the blue sky, the green grass and the flowers. The childminder writes their names and asks them about the different colours and they decide to paint a picture for mummy and another one for nanny. These activities are helping the children with colour recognition.

The children enjoy a wide range of creative activities, which they freely explore. There is evidence of previous colleges, paper mache models and children's pictures displayed on the walls. A giant rabbits head made by the children sits proudly watching them from on the top of the piano. The children enjoy dancing to the music and 'shout ready, steady, go'. They are beginning to count and the childminder asks how many legs they have. One child replies 'three, four, five' and they all laugh together. The children are happy as they sing while they are playing. They have good opportunities to make choices and decisions for themselves.

The childminder is observed to be very calm and very well aware of the children's needs. She listens to them and gives them time to respond when she asks them to do something. She provides good support and encouragement and the children are very happy and relaxed in the environment. She keeps records of what children do, which include observations, photographs and examples of activities, and these are shared with parents. The childminder actively encourages the children to communicate verbally and develop vocabulary, through talking, listening, stories, singing and generally chatting constantly. The children are developing a good sense of belonging through the warm relationships they have with the childminder, who is observed to be very patient and gentle with them.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated with equal concern because the childminder discusses their individual needs with the parents. She also obtains all relevant information to ensure continuity of care and to ensure that children are valued as individuals. They are starting to become aware of their local community and the wider world because they enjoy regular outings when they visit, the library, shops, the local park, and the school. However, children have limited access to a range of toys and activities that help to promote positive images and diversity. Discussion confirms the childminder's understanding of issues surrounding the care of children with disability or learning difficulties. She demonstrates her willingness to work closely with parents and other agencies to provide appropriate care for children and to attend any required training to support their needs.

Children behave well in the setting. The childminder operates a positive and consistent approach to behaviour management. There is a policy available, which is shared with parents. However, its lack of clarity makes it confusing for them to be clear about procedures. The childminder promotes positive relationships with parents and keeps them informed of their child's progress through daily discussion. She has a written agreement with parents and aims to provide care according to their wishes and according to the individual needs of their child. The childminder makes sure that she is available for discussion with parents at any time. Parents show thanks and appreciation through cards and discussion which confirms that they and their children are happy in the setting.

Organisation

The organisation is good.

The minded children are settled and secure in a happy and friendly environment. They confidently play and explore and build positive relationships with the childminder and other children. The space available is suitable so that children can make choices for themselves and they can move around freely and safely. Activities are all easily accessible and are rotated regularly to maintain interest.

Effective procedures keep children safe and protect them from persons who are not vetted. The childminder supervises the children at all times and never leaves them in any other persons care. In an emergency she has an agreement with parents to use a friend or her mother for support, although this has never been necessary. The childminder has completed required training. She is committed to further developing her knowledge and skills by completing additional planned training courses. This is to help her to improve the quality of the provision to benefit the care of the children she minds.

All required records are available to support the care provided. Appropriate documentation is well organised and well presented to assist parents understanding of procedures. A range of written parental consents are obtained for procedures, health matters and outings and evidence shows that parents are kept well informed. Parents complete children's details and consent forms and daily discussion takes place. Written records are kept daily and the childminder keeps a personal scrap book for each child, which includes examples and photographs of work and activities done in the setting. This is shared with parents. All records are available for inspection. 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 childminder was asked to ensure that the daily register of children's arrival and departure is completed. She was also asked to offer children a broader range of toys and equipment, which will promote positive images of race, culture and disability

The attendance register now includes the time of arrival and departure of children and this demonstrates that children are cared for according to registration requirements and required ratios are met. The children do have access to some toys and activities that are available to help to promote positive images, such as books and some dressing up clothes, however these are still limited and this becomes a recommendation in this report.

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.

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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 children are protected against the risk of cross-infection during nappy changing
- continue to further develop the range of activities that promote diversity
- expand the behaviour management policy so that the childminder and parents can operate a consistent approach.

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