



Inspection report for early years provision

Unique Reference Number	EY299333
Inspection date	07 June 2005
Inspector	Maria Keane

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 November 2004. She lives with her husband and three children, in a semi-detached house, in a residential area in Prestwich Manchester. There is a park and a number of local primary and junior schools nearby.

All the ground floor areas of the house, with exception of the dinning room are used for childminding purposes. The first floor bathroom is also used, in addition children have access to the rear garden for outdoor play.

At the time of the inspection the childminder was caring for a total of three children under five years of age. She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a clean, well maintained environment. They learn about good hygiene practices through daily routines and discussions. The children rest and sleep according to their needs, for example cuddles on childminders knee or trips out in the pushchair.

Children learn about healthy eating through the provision of healthy meals and snacks. The childminder offers a balanced diet which gives children the opportunity to experience different tastes and textures. Drinks are easily accessible to children throughout the day. The childminder works with parents to ensure individual dietary requirements are met and discussions take place with older children to ascertain what they like to eat.

Children enjoy a range of activities which promote their good health. They have regular walks, visit the local parks and play in the rear garden. Crawling children develop physical skills through exploring the environment freely.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are happy and demonstrate a good sense of belonging, for example the baby responds with a smile when greeted by the childminder and confidently explores the resources. The children are cared for in a calm, homely environment. The lounge doubles up as a playroom which provides sufficient space and allows children to feel comfortable. The children use a good range of resources which are clean, well maintained and easily accessible. These are age appropriate and offer sufficient challenge, for example, the baby freely accessed musical instruments, books and creative materials.

The children have many opportunities to learn about keeping themselves safe. They discuss the importance of road safety, holding hands and stranger awareness. The childminder ensures children are kept safe and secure by identifying and minimising risks both indoors and out.

The children's welfare is safeguarded as the childminder has a sound knowledge of the child protection procedures. In addition she has a clear understanding of her responsibility to protect children and keep records.

Helping children achieve well and enjoy what they do

The provision is good.

The children relate well to the childminder, who is kind and affectionate towards them. They enjoy a range of activities and have fun, for example, the baby giggles when the childminder plays tickle games with her. The children are happy and settled, which is promoted by the childminders quick response to their individual needs. The children independently select resources and lead their own play.

The children develop language and communication skills through the use of books and good interaction with the childminder. The children are offered a balance of planned and spontaneous activities which are usually initiated by the children. Younger children enjoy exploring sound and texture using varied musical instruments. The children have some good opportunities to represent their experiences and feelings through pictures and role play materials.

Helping children make a positive contribution

The provision is satisfactory.

The children as part of their play, access a good range of resources which promote different cultures, gender and disability. The childminder uses the local toy library to extend resources. Children are valued and develop good self esteem because the childminder recognises and responds to their individual personalities and needs. The children learn about differences and similarities through the use of dolls, for example, the childminder encourages the baby to identify her own 'beautiful eyes' and the 'beautiful eyes' on the African doll.

The children learn about acceptable behaviour and the childminder promotes good behaviour through praise and encouragement.

The children benefit from a satisfactory partnership between the childminder and their parents. The childminder verbally informs parents about their child's day. She follows children's individual routines and ascertains children's basic needs. However, the parents receive very little information on the service provided, policies and children's individual progress.

Organisation

The organisation is good.

The children are cared for in a relaxed, homely environment. The space and resources are organised well to allow children to explore the environment and have free access to resources. The childminder has a clear understanding of her responsibility to protect children. She is committed to offering a good quality service to the children in her care and intends to embark on further training in this area.

The childminder has a clear understanding of the National Standards relating to the care of children. She keeps and maintains accessible records for individual children.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

This is the first visit since registration

Complaints since the last inspection

There are no complaints to report

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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 systems for communicating information to and from parents regarding the service provided, policies and children's individual progress.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk