



Inspection report for early years provision

Unique Reference Number	EY310648
Inspection date	25 January 2006
Inspector	Joan, Patricia Flowers

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.
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WHAT SORT OF SETTING IS IT?

The childminder became registered in July 2005. She lives with her husband and two children in a semi-detached house in a residential area north of Preston. The children are 6 and 15 years-of-age. Minded children have access to all of the ground floor areas of the home. There is a downstairs toilet provided, with an additional bathroom, plus sleeping facilities, available upstairs. A fully enclosed outdoor paved play area is available on the premises. Amenities nearby include shops, a park, playgroups, and the library.

There are five children on-roll, three of whom are of school age. Children attend at

various times and on various days during the week from Monday until Friday.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The childminder ensures that children have a balance of rest and play. They access a range of physical activities as they use large equipment at the toddler group and when they walk and run in the park and play in the garden. Consequently they learn to develop their sense of coordination and control over their own bodies as their physical health and development is promoted.

Children eat and drink healthily as they enjoy a range of home cooked foods and healthy drinks, which meet their nutritional needs. Balanced hot cooked lunches, for example, form part of the daily menu plan, including home made soups and healthy pasta dishes. The school aged children's favourite choice of breakfast and / or afternoon snack is buttered toast with jam or marmalade. Babies feeding routines are planned so that there is continuity between home and the care setting. All the children enjoy a good range of fruit either in its natural state or puréed. Individual dietary needs of each child are well met because of the clear information obtained from parents. As a result, children are well nourished as they try new things that stimulate their taste buds.

Children learn about simple personal hygiene practices as part of their everyday routines and have their own face cloths. They wash their hands after using the toilet and before eating their meals, for example. This promotes their good health as they develop their understanding about keeping healthy. However, because of the lack of a hygienic nappy changing surface, children's risk of being exposed to infection is potentially raised.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are offered a selection of age-appropriate toys and activities in a family centred home environment. They can access their play things and activities easily and safely in most circumstances. Children are generally kept safe within the home because the childminder employs the use of equipment, such as stair-gates and cupboard-catches, and offers appropriate levels of supervision to children under school age. The ease in which children can select play items from accessible storage promotes their confidence as they can make informed choices and decisions. Babies can access a stimulating and age-appropriate range of toys placed safely within their reach and can move around safely as they learn to walk.

Children begin to understand about keeping themselves safe when out in public places, and begin to learn about road safety because the childminder sets a good example and talks to them when walking to school. Consequently they increase their understanding about their own personal safety and that of others. The use, however,

of the trampoline in the outdoor area by older school age children is not always directly supervised thereby increasing the risk of accidents. Permissions have also not been sought from parents for the use of this equipment with its inherent risks, nor any kind of risk assessment of specialist equipment in the garden.

Children's welfare is safeguarded because the childminder has an understanding of child protection issues. She has also completed first aid training. Children's safety and wellbeing as a result of her improved knowledge and understanding are therefore maintained.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have access to a range of toys and equipment which are suitable for their ages and stages of development. These are made available so that children can easily help themselves as they learn to make decisions. This provides them with opportunities to develop these personal skills very well as they become independent and confident. They enjoy learning about the wider world through trips to the park, the library and when going to the toddler group. This broadens their horizons, encourages their sense of adventure and understanding about the community in which they live and about the world around them.

Indoor space in the home and at local groups, the availability of the garden and the local park, provides children with different play environments and opportunities to be physically and socially active. Children's physical development is encouraged as they play on large and small apparatus, such as bikes, a rocker and balls in the garden. Children also learn to manipulate and control small construction toys very well. Thus their coordination and balance is promoted as they achieve levels of success and learn to overcome challenges and become independent learners.

Children are confident in their relationship with the childminder. They form strong bonds, which promote their emotional wellbeing and feelings of security. This contributes to their sense of belonging. Their interests are built upon as they acquire new skills using play-dough, paints and creating pictures. Children consequently can be creative and enjoy a sense of achievement and pride when they see their work displayed on the wall. Opportunities for children to play imaginative games and role-play and with items that provide positive images of difference, especially disability, are limited.

Helping children make a positive contribution

The provision is satisfactory.

Children are encouraged to learn right from wrong as the childminder gives lots of praise and encouragement for good behaviour. Because she explains reasons why behaviour is not acceptable, children start to grasp how their behaviour affects others as they learn to share and to be kind to one another. Children learn about difference by having access to some play resources and books. As a result they start to become

aware and develop their understanding about other people's differences and similarities.

Children contribute willingly at tidy up time by putting toys away. Co-operating with and helping others in this shared task promotes their feelings of self-worth and community. The childminder use clear and age-appropriate strategies to encourage children to learn about behaviour boundaries. As a result, children gain an understanding about how their behaviour can affect others as young children begin to learn to take turns and to be kind.

Children receive consistency in their care because the childminder develops lines of communication with parents daily by both verbal and written means. As a result, children's individual and changing needs are well met. Information is held about each child to ensure that the childminder is aware of individual circumstances. Daily occurrences and routines are shared with parents on the written note pad in the kitchen. The privacy of individual children's information is applied appropriately and consistently.

Organisation

The organisation is satisfactory.

The childminder organises time, space and resources satisfactorily to meet children's needs. As a result, they feel at home and are confident to play, learn and enjoy themselves as they follow familiar and predictable routines. Good use is made of internal and external play opportunities. The organised daily planning provides children with a balanced routine based on their individual needs. This assists them in settling very well within the setting and ensures that their usual home routines are maintained to provide them with continuity of care.

Children's individual details and emergency contact numbers are recorded clearly and confidentially. Documentation is maintained appropriately in most cases, although some permissions and contract forms have not been signed; therefore, children's immediate care would be compromised were an emergency to occur. Certificates are displayed for parents to view and a written introductory leaflet is provided for them from the outset explaining the care that will be provided by the childminder. This promotes positive partnerships and ensures that the interests and needs of all children are attended to. Information about each child is recorded in individual folders stored securely so that confidentiality is maintained. These clear lines of communication provide reassurance for parents and continuity for children because of the friendly relationships that are apparent.

The childminder is proactive in furthering her knowledge. She has undertaken a days training about managing her business and holds first aid, child protection and food hygiene certificates, and as a result, all children benefit from her increased skills.

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

Improvements since the last inspection

Not Applicable

Complaints since the last inspection

There are no complaints to report since registration in July 2005

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 satisfactory. 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):

- maintain contracts with all parents; obtain written permission to seek emergency medical treatment or advice for all children and also for older children to play on the trampoline
- increase play and learning resources to support imaginative play and provide items that depict difference including disability
- complete a risk assessment of the use of the trampoline in the outdoor area
- ensure that children's health is protected by the use of appropriate and hygienic nappy changing practice and equipment.

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