



Inspection report for early years provision

Unique Reference Number	EY314793
Inspection date	26 July 2006
Inspector	Dawn Lumb

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 has been registered since December 2005 to care for up to three children under eight years of age at any one time. At present there are two children on roll who attend part time.

The whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed back garden for outdoor play.

The childminder lives with her husband and two children, aged four and 15 and an adult son in Allerton Bywater, Castleford, West Yorkshire. The childminder takes

children to nursery school, local toddler groups and play sessions. She is a member of an accredited childminding association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean home environment. Arrangements for first aid and administering medication successfully meet requirements and protect children. Children learn the importance of good hygiene and personal care. The childminder talks about healthy eating and brushing their teeth. She promotes and supports children's knowledge and understanding through reading stories, such as healthy teeth and role play. Health and well-being is promoted through the childminder's vigilant approach in reminding children to wash their hands before eating their snack. The childminder is proactive in researching information to promote her knowledge of communicable infectious diseases and through relevant documentation, including policies and procedures, which are shared with parents to reduce the risk of cross-contamination. For example, parents understand not to bring children who are unwell.

Children are provided with good nutritional and well balanced diets. The childminder is very mindful to incorporate vegetables and fruit within meals and snacks. The childminder has a clear awareness of how to cater for each child in her care, she knows their likes and dislikes and ensures that their individual health requirements are well supported. Children are encouraged to drink throughout the day and are provided with a choice of water or juice.

Children access and benefit from a range of play-areas. There are good opportunities for their individual physical development. For example, the garden has a wide range of large physical equipment available, such as a climbing frame with a slide and seesaw. There is also a variety of wheeled toys. Children are provided with comfy areas for rest and relaxation, where they have good opportunities to participate in quiet activities. For example, looking at books and playing board games.

Children have good opportunities and access a range of equipment, within the home and when they visit other settings, such as parent and toddler groups. They freely access and use resources to promote and develop their hand-eye coordination and manipulative skills. For example, they bake biscuits, buns and use utensils to stir the mixture.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a home, which is welcoming, comfortable and suitably furnished. For example, child-size tables, chairs and comfy seating are available. Children move around safely within the indoor areas and have appropriate opportunities to make independent choice with regards to selecting play activities,

which are safe, well maintained and appropriate to the needs of the children who attend.

Children are kept safe through constant supervision and the effective use of equipment. For example, the installation of safety gates to prevent children's access to the stairs and the cooking area of the kitchen. Children are familiar with fire evacuation procedures, which are regularly carried out every month. However, these are not recorded. The childminder gives good regard to the security of the premises and provides a fully enclosed outside garden area. However, the garden contains step ladders, a barbeque and bin bags which children can access.

The childminder safeguards and promotes children's safety through a sound knowledge and understanding of child protection issues and the procedures to follow in line with the Local Area Child Protection committee guidelines, and ensures parents are aware of her written child protection policy.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, confident and familiar with their new daily routines. Children are secure and comfortable. They form comfortable relationships with the childminder and her family. The childminder sensitively supports and monitors the children within their new setting. Children's individual needs and welfare are promoted, through the childminder's positive relationship with parents.

Children have appropriate access to toys and resources which are rotated and can also request others. For example, button threading, role play and books. Children are provided with an adequate range of resources and activities, which promote their creative and imaginative skills. These include, play-dough, mark-making materials and bracelet making. However, opportunities and resources to develop children's knowledge and understanding of the wider world, such as culture and diversity, are limited. Children benefit from good interaction, support and encouragement from the childminder. Their learning is promoted through everyday activities and routines. For example, colour matching and counting using button threading. Children learn new skills, make connections with other experiences, and talk and listen while involved in their activities.

Children benefit from a range of outings, which include visits to the local playgroup, church toddler group and other local amenities. During these visits the childminder talks to the children and generally develops their understanding of the local community and wider environment.

Helping children make a positive contribution

The provision is satisfactory.

The childminder's good induction procedure helps children to feel settled and secure and gives parents confidence in the care that they receive. The childminder's positive

approach helps new children settle into the childminder's home environment and to build warm relationships. Individual needs of the children are well met, because the childminder works closely with parents to ensure that all relevant information is recorded and respected. For example, child's changing needs are regularly discussed with parents to promote continuity of care and child development.

Children make choices and decide what toys and equipment they wish to play with, from an appropriate selection of rotated and easily accessible resources. Children respond well to the childminder's sensitive support and encouragement, which promotes their confidence and security. Children feel valued and their self-esteem is promoted, because of parent's involvement. For example, children take artwork home to share their efforts and achievements with their parents.

Children respond well to the childminder and they behave well, as they are skilfully supported and sensitively encouraged. For example, they benefit from the childminder's enjoyment and involvement with their play, she is sensitive to the children's feelings and individual needs.

Children are encouraged to participate in all activities and are not stereotyped or discouraged from playing with any particular toy. Children's understanding of their own community is well promoted and supported, through visits to various play sessions. For example, the local church group. However, the childminder has limited knowledge of culture and diversity and how to develop children's awareness.

The childminder promotes good relationships with parents and encourages them to share information and they are sufficiently consulted with regards to all areas of their children's welfare.

Organisation

The organisation is satisfactory.

Children have recently begun to attend the new childminding practice. They have settled into their new environment and are familiar with their daily routines. The childminder has a sound knowledge and understanding of each child in her care, it ensures that their welfare, care and learning are met.

Space is appropriately utilised and adequately organised, most resources are in storage boxes, which the childminder rotates. Children's progress, achievements and daily routines are discussed verbally with parents each day. Children's self-esteem and parents involvement are positively promoted. For example, through children taking artwork home to share with parents.

All the relevant and required documentation is in place and a portfolio with additional information, which supports the childminding practice and clearly sets out the expectations of the setting. For example, information about the setting, house rules, policies and procedures are available to share with parents. The documentation is well organised, maintained and stored to ensure confidentiality.

Overall, the provision meets the needs of the range of the children for whom it

provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There are no complaints to report. 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):

- develop activities and opportunities to promote children's knowledge and understanding of culture and diversity
- identify any risks and hazards with regards to the garden area and provide a written risk assessment
- improve practice with regards to fire evacuation procedure and documentation.

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