



Inspection report for early years provision

Unique Reference Number	EY338800
Inspection date	29 January 2007
Inspector	Rachel Ayo
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 2006. She co-minds with another registered childminder from her co-minder's terraced property in the Wilsden area of Bradford, North Yorkshire. The childminder has joint responsibility for the childminding practice. The whole of the ground floor is used for childcare purposes along with two first floor bedrooms and a bathroom. Children have access to a front and rear garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, or nine children when working with another childminder. The childminder is currently caring for six children under five years during the day, and four children who attend before and after school and during school holidays. A number of children over eight years attend the setting. Children attend a variety of sessions. The childminder is close to local amenities, including a library, local parks, playgroups and shops. The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from infection because the childminder generally follows current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, the childminder implements good hand washing routines, such as, before preparing food and after changing nappies, using anti-bacterial hand wash or gel. The childminder takes responsibility for ensuring that toys are checked and cleaned regularly, maintaining a record of this. This promotes children's good health. Older children have individual towels, which they have decorated themselves. This minimises cross-contamination, therefore, promoting children's good health.

Some children are involved in appropriate routines to help them learn about simple good health and hygiene practices. For example, the childminder reminds children where tissues are kept when their noses are running, and takes them to wash their hands in the bathroom before they eat lunch. However, hand washing is not consistently implemented with very young children, and the childminder's practice for ensuring that food is of an appropriate temperature before feeding this to very young children, does not promote good hygiene.

The childminder implements accident and illness procedures to a good standard overall to ensure that children are well taken care of. For example, a first aid box is maintained in a labelled and accessible cupboard, although it is out of the reach of children, thus promoting their safety. The childminder explains that she takes joint responsibility for checking the contents on a weekly basis and replacing these as necessary. A number of written policies have been devised by the childminder's co-minder to support the practice; this includes the procedures for illness, and states a list of infectious diseases and exclusion periods, thus minimising the spread of infection.

Children take part in a variety of physical activity both indoors and outdoors. Indoors, space is created by moving furniture to one side so that children can have fun with a pop-up tent, tunnel and ball pool. Children delight in chasing each other through the tunnel, whilst very young children play peek-a-boo and attempt to roll the balls. Older children walk to and from pre-school and school daily, thus benefiting from fresh air and exercise. Children access a range of small and large equipment, provided at the park and when playing in the childminder's garden, to help them develop confidence in their physical skills. Children excitedly bounce on the mini trampoline and take the doll for a walk around the garden in the pram. Children rest and sleep in accordance with their individual needs and home routines.

Overall, children are helped to be well nourished. The childminder explains that because she enjoys cooking, she generally takes responsibility for this although her co-minder has jointly planned a four week food menu. A wide variety of meals and snacks are provided, most of which promote healthy eating and the childminder explains how she does not add salt to food when she is cooking. Fruit and vegetables are included as part of children's daily diet and a home cooked substantial tea is provided. Examples reflected in the displayed menu include a range of sandwiches, beans on toast, jacket potatoes and a variety of fillings, kebabs and rice,

meat pie and vegetables, and fruit. Children enthusiastically help to make their own ham and cheese sandwich, supported by the childminder, and very young children clearly enjoy the blended home cooked food. Drinks are readily accessible to children, thus promoting their all round health and general development.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and welcoming environment. Space is organised effectively and resources are set out well to ensure that even the youngest of children can readily access these and make choices about their play and learning. Children use an overall good range of suitable and safe equipment, appropriate to promote their development and meet individual needs. For example, very young children have their own highchair and older children can sit at the dining table. This provides children with the opportunity to develop independence and means that mealtimes are a good opportunity for socialising. Equipment and resources are checked on a daily basis to ensure that they remain well maintained.

Children are safeguarded appropriately because the childminder understands her role in child protection. She demonstrates an adequate understanding of possible signs of abuse and neglect, for example, any changes in children's behaviour, unusual marks or bruising, and inappropriate play or comments. The most recent guidance on reporting procedures is held, including contact numbers. This means that the childminder is able to respond promptly and appropriately to any concerns, therefore, promoting children's welfare.

Children are cared for in a generally very safe home environment. A written risk assessment is in place and is regularly reviewed. Possible hazards are identified and these have been minimised well, through the use of a good range of safety equipment, for example, safety gates, a fireguard and electrical socket covers. Smoke alarms are tested weekly and a written emergency fire plan supports fire safety and is practised each month. Along with promoting safety, this also enhances children's learning with regards to keeping themselves safe. However, fencing in the rear and front garden has very recently suffered storm damage. Although the childminder has risk assessed this hazard and is actively seeking to repair the fence, it still means that both gardens are not secure. Additionally, the current system in place to promote the security of the home is not robust in ensuring children's welfare. The childminder demonstrates safe practice, for example, as she ensures that very young children are fastened into their high chairs securely.

Children are helped to stay safe on outings. For example, children wear identification bands and there are clear written procedures in the event of lost children. A good range of equipment is used to support safety, for example, five point harnesses, reins, wrist straps and a pram that can carry young children in the front and the rear, thus ensuring their supervision and welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children present as happy and are well settled, enhanced by good settling-in arrangements. Children are involved in a broad range of activities which support their development and learning.

The childminder is jointly responsible for setting out activities and resources and is aware of the children's interests. Her co-minder generally takes the lead role in planning activities and linking these to the 'Birth to three matters' framework. The childminder currently takes overall responsibility for completing children's scrap books which include photographs and observations to show how children are progressing and what they enjoy doing. The childminder intends to work with her co-minder to extend these further to include links to the 'Birth to three matters' framework.

Very young children explore and investigate their environment confidently. For example, they push the buttons on the pop-up toy, squealing with delight and surprise as a dinosaur appears from the egg. They look at themselves in the small mirror or attempt to empty the contents of the wicker toy basket. Very young children are supported in their development and learning by a generally good range of resources. The childminder ensures that she stays close by to support very young children, becoming mobile, as they precariously attempt to pull themselves up on and walk with push-along resources. The range of natural resources is currently being extended to enhance the provision for very young children. Children respond well to the childminder who demonstrates a warm, caring manner, for example, when she is feeding very young children or tickling them on her knee. Children readily approach the childminder to ask her to play with them, for example, with the dolls or as they sit on her knee to listen to a story.

Older children are actively encouraged to make choices and share ideas about what they would like to do in the setting, including creating a wish list using catalogues. Activities and resources are varied for older children and include a range of construction toys, puzzles, board games, baking, card games, a games console and extended arts and craft, such as creating canvas and bead pictures and making binoculars.

A wide range of role play resources are provided to support children's imaginative play. Children arrive from pre-school and immediately go to play with their peers with the home corner cooker. They place the play food in the toy blender, saying that they are making a cheese pie. Children clearly enjoy dressing and feeding the doll before pushing it around the lounge in the pram. Children's mathematical thinking is developed both through spontaneous events and the provision of resources. For example, when making sandwiches the childminder asks a range of questions, such as, 'what colour is the cheese?', 'what shape are the sandwiches?' and 'how many sandwiches are there?' The childminder encourages children to count and match as she supports them as they play a dominoes game.

Helping children make a positive contribution

The provision is good.

All children are valued and included fully in the setting, including children with learning difficulties and/or disabilities. The childminder ensures that children's individual needs are met because she works in close partnership with parents. Detailed information is obtained and recorded to enable the childminder to effectively meet any particular health or dietary requirement, and a positive attitude is held to making any particular adaptations within the setting where necessary, to meet these needs.

Good systems are in place before placement for ensuring that parents are fully informed about the practice and care of their children. All necessary paperwork is completed, including appropriate consents. This is generally completed by the childminder's co-minder, while she plays with children to help them settle. The childminder is jointly responsible for sharing day to day information, whether this is verbally at the end of the day or through completing children's daily diaries. Newsletters keep parents updated regularly and include information about any new courses that the childminder has attended or forthcoming events. Scrap books keep parents informed about what their children are doing in the setting, along with children taking things home that they have made.

Children benefit from a good range of resources that help them value diversity, such as dressing up costumes, books and dolls. Children taste a range of foods from around the world as part of the international theme night, reflected on the menu plan. This is extended to activities, for example, celebrating different festivals. The childminder promotes good anti-bias practice. For example, she explains to children who think that girls can only have pink bowls, that boys can also have a pink bowl if they wish. She also reads a story that positively portrays disability, helping children to value and appreciate the similarities and differences of themselves and others.

Children behave well in the setting. They learn to respond to appropriate expectations for their behaviour because the childminder uses a range of generally good strategies, such as praise and encouragement, which help children develop self-esteem. For example, the childminder tells younger children that they are very clever for tidying up the play food and for putting the balls back in the ball pool.

Organisation

The organisation is good.

The childminder has attended all mandatory training as required, such as first aid, along with a small number of additional courses. The childminder demonstrates a positive attitude with regards to her own continual personal development and commitment to improving the childcare practice along with her co-minder. Overall, the childminder demonstrates a good understanding of the National Standards and how to implement these in practice to promote generally positive outcomes for children.

The adult-child ratio positively supports children's care, learning and play as ratios are well maintained. This means that children receive good levels of individual attention. The childminder identifies her own key skills and her co-minder's skills, which means that she works effectively alongside her co-minder to meet the children's needs. For example, she is responsible for cooking and clearing away after tea, while her co-minder prepares the children's bags in preparation for them going home. The childminder utilises her time well and good routines are in place to ensure that children participate in a wide variety of indoor and outdoor play opportunities, including outings. Space is organised extremely well, taking into account safety, the different age groups of the children attending and types of activities occurring.

All required documentation is well maintained and the childminder's practice is enhanced and supported by a good range of written policies and procedures, devised by her co-minder. These,

overall, work well in practice to promote positive outcomes for children. Although her co-minder generally completes most documentation at placement stage, the childminder takes joint responsibility for keeping day to day records, such as the attendance record and accident book. Overall, these are accurate, kept up to date and generally used well in practice to promote the efficient and safe management of the setting, promote children's well-being and meet children's individual needs.

Overall, the setting 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

Since registration 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 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 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):

- improve hygiene practices with very young children in relation to hand washing and feeding
- ensure that the rear and front garden fence is repaired, as planned, to promote security and enhance the current arrangements that promote the security of the home.

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