



Inspection report for early years provision

Unique Reference Number	EY341151
Inspection date	12 February 2007
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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The childminder became registered in 2006. She lives in Preston with her partner and two of her children, of whom one is an adult and the other is aged eight years. The whole of the ground floor of the childminder's house is used for minding as well as one bedroom and the bathroom upstairs. There is a fully enclosed garden for outside play. The home is within walking distance of local shops, schools and open play spaces. The family has a dog and a cat as pets. There is one child on roll aged 21 months. The childminder is qualified in childcare and has had experience of working in group day care settings. Support, training and guidance is received through the local authority Sure Start development team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The childminder takes account of the wishes of parents and children's choices to provide well balanced meals that appeal to children and meet their dietary needs. She understands the importance of children receiving a regular intake of fluid, as they are offered and able to access drinks easily. She works closely with parents to ensure that children have sufficient amounts and types of meals and snacks to maintain their energy levels and healthy growth.

Children access a broad range of different physical activities when playing in the garden or walking to the park and visiting the toddler groups. They learn to negotiate large equipment and develop their fine motor skills when they play with small play items that require them to use control, such as when they are engaged in creative activities or handling the construction toys. Consequently, they learn to develop their sense of coordination and control over their own bodies as their fitness levels and strength increases with practise.

Children learn about simple good health and hygiene practices as part of their everyday routines, for example, when the childminder wipes their hands before snack and mealtimes and washing their hands using antibacterial soap after toilet times. Children experience and learn about using the nail brush also to thoroughly clean their hands and the childminder helps them to brush their teeth and hair. This promotes their good health as they develop good personal hygiene habits for themselves aided by watching the childminder's good role modelling. Cross infection is minimised effectively in this clean home environment where children's health is always promoted very well.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The childminder has a clear understanding of her responsibility for safeguarding children. Her good knowledge of the procedures for child protection ensures children are protected very well. Children play in safe, child-focused areas within the home, which are well resourced and organised. This helps promote children's independence. There is a broad selection of toys and resources in place, which are of good quality and easily accessible, as they are stored at low level. Equipment is suitable for the ages of children attending and the childminder checks sleeping children every 10 minutes to maintain their safety. Car seats are provided that conform to the requirements of legislation and all permissions are obtained from parents for any outings so children are protected and cared for with their full knowledge and consent.

The childminder maintains children's well-being at all times both indoors and when going to public places. She is vigilant in the home as she monitors and supervises them effectively at all times. As a result, their security is assured. Children's risk of accidental injury is minimised in the childminder's organised home. The use of safety equipment and a tidy home environment ensure that they do not hurt themselves as they play and move around with ease. Children learn effectively from the childminder's simple explanations about keeping themselves safe and watch as she moves toys from the floor to ensure trip hazards are minimised. Emergency

evacuation of the premises has been devised and practised; however this procedure has not taken into account the use of the upstairs bedroom and toilet areas thus compromising children's potential safety. Children are safe when being taken on outings and their safety is assured when in public places because the childminder risk assesses new places before taking children to them. Consequently, children are protected and their well-being is assured.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop their language and communication skills through the good use of books. They visit the library each week and enjoy sharing stories together. Infants' communication skills are well supported by the childminder as she spends time talking and listening to them and works closely with parents to learn about the language spoken at home. As a consequence, children experiment making noises and begin early chatter as they respond to the childminder using bi-lingual communication.

Children enjoy the local community as the childminder takes them on regular outings to toddler groups, the library and to open spaces and play areas. This provides them with good opportunities to socialise and to develop their physical skills effectively. Children's all-round development is soundly encouraged because the childminder has a good appreciation of how children learn and develop. Children make very good progress aided by the support provided by the childminder who facilitates their learning effectively through one to one play, such as when taking children swimming. They enjoy exploring the different themed treasure baskets as they handle a wide selection of natural objects under the childminder's watchful supervision from a distance thus allowing children to explore and discover for themselves.

Children are happy as they make choices about their play and are independent as they choose from a variety of exciting toys, books and activities. They are successfully supported by the childminder who gets involved in their play. For example, they use a range of different tools to make shapes and patterns with play dough.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the homely environment because the childminder values and respects their individuality and the family context for each child. She obtains detailed information from parents to help children settle in her care. This shows that the childminder is aware of the children's emotional needs and aims to make the transition from home to the setting a positive experience.

A successful partnership with parents contributes to the children's well-being at the childminder's home. The childminder actively seeks parents' views about their children's needs and interests, and uses this information as a starting point to ensure she meets the expectations of parents. Daily diaries, scrapbooks with examples of artwork and photographs, and verbal feedback are shared with parents at the end of each day. Information is up to date and clearly informs further practice, ensuring that children's individual needs are met in a consistent manner.

Children are beginning to develop an awareness of the wider world. Sound planned activities, the use of regular outings and the library help children to understand difference. They explore different festival celebrations though taking part in art and baking activities and the well chosen books promote children's awareness of other people's similarities and differences well. Due to children being regularly taken to places within their local community they quickly become able to appreciate the value of community resources, such as the library and open public spaces. As a result, children can effectively make connections with their own home and neighbourhood amenities as they link and make comparisons between their own different experiences.

Organisation

The organisation is good.

The childminder demonstrates a clear understanding of how children's well-being is promoted. She has completed a local authority approved childminder's pre-registration course and an appropriate first aid course both complying with the requirements of registration. Children feel at home and at ease in the well-organised environment. The day is suitably planned around the individual needs of the children to help them feel secure. For example, children have time to rest as well as to be active. This means that they are able to initiate their own play and be active or quiet according to their individual needs.

Documentation and records are accessible and well-organised. Confidentiality is maintained well as all records are maintained in each child's folder which in turn is stored out of sight. There is a good range of policies and procedures in place, which are shared with parents to promote positive outcomes for children.

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

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):

- review and amend the emergency evacuation procedure to include the designated upstairs bedroom.

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