



Inspection report for early years provision

Unique Reference Number	EY341402
Inspection date	06 March 2007
Inspector	Jacqueline Patricia Walter
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.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 2006. She lives with her husband and child aged two, in Bramham, which is a village near Leeds, in West Yorkshire. The whole of the ground floor is used for childminding and there is a fully enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding two children aged between one and three years, on a part time basis. The childminder drives to the local playgroup to take and collect children.

She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because the childminder follows most current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, she ensures individual flannels are available for children to wipe their hands and faces. She follows good practice when changing children's nappies, such as wiping down the changing mat after use and washing her own hands when she has finished. She also implements a good sickness policy, which prevents the spread of infection between children. For example, children with infectious conditions, such as Chicken Pox or Tonsillitis are excluded from the setting for appropriate periods. Children are able to receive medication safely as a result of the detailed procedures and records which are held and shared with their parents. However, although the childminder discusses issues regarding emergency treatment whenever possible, she does not currently obtain prior written permission to seek any emergency advice and treatment.

Children are well nourished through the childminder and parents working effectively together in providing healthy and nutritious food. For example, the childminder facilitates mothers who wish to breastfeed their babies, which encourages the babies to be well nourished. Daily written consultation between the parents and childminder ensures children's individual or special dietary needs and wishes are very successfully met, and ensure that individual children receive the best possible diet. Children are developing an appropriate awareness and understanding of simple health and hygiene practice through good everyday practice, such as washing their hands before their meals, after using the potty and after visiting a farm where they help to feed the horses. The childminder talks to them about the reasons for hygiene and healthy living and why this is important. As a result, they are familiar with routines of hygiene and know that fruit, such as Kiwis, are healthy.

Children have good opportunities to enjoy and develop their physical skills. They enjoy using the outside play area regularly, where they ride favourite toys, such as push-along motor bikes, a scooter, a slide and a trampoline. They are able to go for walks nearly everyday in the community and visit stimulating places, such as Harewood House and Lotherton Hall to enjoy the wide open spaces. During inclement weather they are able to dance and make music using equipment such as a drum and whistle, and they also use their energy and develop and extend movement skills by using a tunnel tent, which is brought inside the setting.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Overall children are cared for well in a warm and welcoming, secure and safe environment. Space and resources are organised safely and appropriately, which allows children free access to all the rooms and the resources. In addition to this the childminder takes some very positive steps inside her home to minimise risks to children. For example, she writes up and displays the evacuation plan in the home and conducts and reviews a written risk assessment on all areas of her setting. However, she has yet to practised her evacuation plan with children as

they have just begun to use the setting and the children are able to easily open and shut the conservatory door which could lead to them trapping their fingers.

Children are kept safe on outings. To help in emergencies the childminder takes a mobile phone with emergency contact numbers with her, as well as a first aid kit with her at all times. She also makes sure children are transported safely in her vehicle by ensuring that appropriate car seating is used and that this conforms with current legislation. Children are developing some understanding and learning in keeping themselves safe through the childminder talking to them about safety both inside and outside the home. For example, she discusses her house rules with older children and explains to them that they cannot stand on furniture as they may fall and hurt themselves. She also follows sensible procedures when outside the setting, such as holding hands and looking left and right when crossing the road with children. As a result, they are beginning to know how to keep themselves safe.

The childminder has satisfactory knowledge of signs and symptoms of child abuse. She is aware of signs in all four areas of abuse, such as physical bruising or a child becoming withdrawn and/or displaying unusual behaviour. She is familiar with most procedures to follow if concerns are raised and knows to make records of any issues, existing injuries and refer these to appropriate agencies, such as Social Services and Ofsted. The childminder is fully aware of the need to uphold confidentiality and has relevant written guidance on child protection and emergency contact numbers easily to hand. As a result, children's welfare is appropriately safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are developing good confidence and self-esteem. They are praised for effort and achievement and familiar with routines that help them feel safe and secure. For example, when entering the setting they are praised for initiating help with other children's clothing and are confident in selecting resources from a range of low-level storage, while they wait for their lunch to be prepared. There are friendly, trusting relationships in place with the childminder. Babies enjoy cuddles, which helps them to acquire social confidence and the childminder listens to and values what the children are saying. As a result, children eagerly talk about their families and the experiences they enjoy. Children are happy and very settled and are confident in approaching the childminder for help and in asking questions. For example, they ask if they can do specific activities, such as playing with equipment that is in another room.

Children are appropriately acquiring new knowledge and skills through a good range of activities and toys. For example, they enjoy baking activities, using role-play and small world equipment, such as dolls, buggy, cars and castles. They also have opportunities to enjoy quieter activities, such as enjoying a short DVD or story after lunch. Children are interested in their activities and use their initiative well. For example, when older children are reminded they need to wash their hands they take themselves off to the bathroom and complete this task practically independently.

There is some good interaction between the childminder and children. The childminder uses open ended questions to make them think. For example, she encourages children to discuss other differences when they observe that a skin colour is different and then talks to them

celebrating and valuing the differences that they observe. She actively plays with the children and encourages them to use their imagination. For example, the children and the childminder enjoy making music and pretending to be a member of a musical band. However, although the childminder has heard of the 'Birth to three matters' framework she does not fully understand how it can be used effectively to promote and influence outcomes for children. This in turn means that children are not being fully supported in reaching their full potential.

Helping children make a positive contribution

The provision is satisfactory.

Children have appropriate opportunities to learn about the diversity of the wider world through a suitable selection of resources that promote positive images. For example, they have access to a cultural doll, books and puzzles that reflect different cultures and disabilities. They are beginning to recognise that they are separate and different from others through good activities, such as identifying the places of worship that they attend in their village and through discussing and valuing their differences, such as the colour of their eyes and their skin. They are developing a good sense of belonging and awareness of their local environment through the childminder providing stimulating outings and trips. For example, they are able to regularly use the library, they post letters at the local Post Office and enjoy visiting a friend on a local farm and help to feed the horses.

Children are all involved, fully included and have access to appropriate toys and equipment. Their individual needs are very successfully met. For example, their resting or sleep times reflect individual patterns and requirements. Children are developing an appropriate understanding of responsible and positive behaviour through the childminder using age appropriate strategies. For example, praise and rewards, such as engaging in favourite activities are used to encourage positive behaviour. The childminder uses distraction to refocus the younger children's play and explains to older children why the behaviour is inappropriate. This helps them to develop their understanding.

Strong professional, friendly relationships are in place with parents. The childminder works effectively with parents and as a result children are cared for well. Information on the children's care and development is shared extremely well through two-way daily diaries that detail good information and encourage children's development, such as the food children enjoy or could try, the toilet training required and the sleeping patterns had. Information on setting is shared appropriately through parents being encouraged to visit the setting and settle the children in and through the sharing of some written basic policies and procedures. However, although the childminder has a blank record book to record any complaints that she may receive and is aware that she should record complaints within it, she is not fully aware of the procedures she should follow when dealing with complaints and the details that the complaint records should hold. She is therefore in breach of regulations and parents are unaware of the procedures that should be followed.

Organisation

The organisation is satisfactory.

Robust vetting procedures ensure children are well protected and cared for. For example, the childminder ensures all necessary checks, such as criminal record checks are completed on all adults in home and that children are not left alone with any other adults.

Her knowledge and understanding of child development is appropriate as a result of her completing the required pre-registration and a relevant first aid course. This means that children's learning and development is appropriately supported. The childminder has suitable regard for the well-being of all children and has started to evaluate her practice. For example, after realising that information available to parents regarding the setting needs to contain further detail to ensure consistency and clarity in the children's care. She has been researching on the internet and is currently extending her written policies and procedures.

Almost all of the settings policies and procedures work in practice and almost all the required documentation is maintained and stored appropriately. As a result, children's health, safety, enjoyment, achievement and ability to make a positive contribution is promoted appropriately.

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 complaint 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):

- request prior written permission to seek emergency advice and treatment from parents

- ensure the conservatory door is made safe
- develop knowledge and understanding of the 'Birth to three matters' framework to promote effective practice in the care of young children
- develop the complaints policy to fully reflect current legislation and share the policy and procedures with parents.

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