



## Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY341888             |
| <b>Inspection date</b>         | 08 March 2007        |
| <b>Inspector</b>               | Glynis Margaret Kite |

|                           |              |
|---------------------------|--------------|
| <b>Type of inspection</b> | Childcare    |
| <b>Type of care</b>       | 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](http://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 registered in August 2006, she lives with her husband and family aged 19, 16 and four years in the Adlington area of Chorley. The whole of the ground floor of the childminder's house is used for childminding. The top level of the childminder's garden is also included for outdoor play. The childminder is registered to care for a maximum of five children at any one time. There are schools, parks and local carer and toddler groups in the area.

There is one child on the register at present.

The childminder is a member of the National Childminding Association and holds a Business and Technology Education Council Level 3 qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

The health and well-being of children is promoted extremely well because the childminder adheres to her own policies and procedures regarding health and hygiene. For example, the premises are maintained to a high standard of cleanliness. Children enjoy using toys and equipment which are also kept in very good condition. Through consistent routines children are learning about the importance of their own personal care and hygiene, such as being able to wash their own hands, brushing their teeth after meals and the importance of disposing of tissues properly. Effective procedures are in place to help to prevent the spread of infection, such as children having their own equipment and the implementation of an exclusion policy for sick children. The childminder seeks appropriate information from parents regarding their children's health and keeps records in order for her to meet the needs of the children effectively. Required records and documentation regarding the safe administration of medication and accidents are available and shared with parents as necessary.

Children are well nourished and benefit from the provision of healthy, balanced meals and snacks. Children engage in activities which promote healthy eating and discuss with the childminder various types of foods. The childminder is pro-active in promoting healthy eating and displays lots of useful information for parents as well as the children. Written menus are shared with parents and include home cooked meals, such as tuna bake, noodles, korma curry, salad and vegetable lasagne. Children are learning about the social aspect of meal time as they sit with the childminder. They are also gaining self-help skills as they are encouraged to feed themselves with appropriate cutlery. Children help themselves to drinks as they know where their cups are when they need a drink.

Children are learning to control their bodies as they have ample opportunity to move around the house. Children are confident and move freely from one room to another successfully avoiding obstacles, such as furniture. Children are equally confident while playing outside in the garden and use equipment well. For example pushing wheeled toys and digging in the sand pit. Children benefit from having fresh air on a daily basis because outdoor play is planned into the daily routine.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in premises which are maintained to a high standard of decoration and repair. Children and parents are made to feel welcome because the environment is child friendly, with lots of children's work displayed and information for parents about what their children do. For example, the childminder displays posters about the 'Birth to three matters' framework. Children are able to develop a sense of belonging to the setting by having their own equipment and having their pictures displayed for them to look at and talk about. Children enjoy lots of space in which to explore and investigate an extensive range of toys and equipment. Furniture, toys and equipment provided for children is suitable for varying age groups and takes account

of individual interest and stage of development. While children have access to resources that promote diversity and positive images, they lack positive images of disability.

Children's safety is promoted well in most areas. The childminder has produced written risk assessments which are undertaken on a daily basis if children will be attending. However, a small area of the garden has not been assessed for safety. Children regularly participate in practice drills for emergency evacuations and records of these events are kept. The childminder utilises these practice drills to check her safety equipment is in good working order. Regard to the overall safety of children is also considered by the childminder, she has provided a range of safety equipment to protect children from potential hazards, such as fitting fireguards, safety gates, finger guards on all doors and socket covers for all electrical sockets. Written policies and procedures are in place for the safety of children during outings and transportation in vehicles. Children are protected from harm because the childminder has attended training regarding child protection issues and procedures. She demonstrates sound knowledge and understanding of the areas for concern, such as abuse and neglect and fully understands the procedures to follow in the event of any concerns. A detailed policy is available for sharing with parents and this also outlines the childminder's duty to the children in her care.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are happy and settled with the childminder. She puts procedures into place to help children settle and allows them as much time as they need. Children benefit from having access to an extensive range of toys and equipment to support their individual care, learning and play. The childminder has attended training regarding the 'Birth to three matters' framework and follows this to plan activities for children. Comprehensive observations and reports are kept for each child and shared with parents. The childminder incorporates her observations in to future planning, thus ensuring children can explore a wide range of activities and gain new skills.

Children make choices about what they want to play with and are supported extremely well by the childminder. She allows children to lead the play and knows when to join in or when to watch and listen. Children's language and mathematical understanding is promoted through routine activities, such as reading stories, counting and building with blocks. The childminder displays frequently used words and the names of familiar objects all around the house, such as the name of the child and others she is familiar with, such as table and chair. The alphabet and a number chart is also displayed to help children to become familiar with shape, number and letter recognition as part of the early stages to reading and writing.

Children also benefit from exploring a range of natural materials as well as manufactured items, as a result children's sensory development is stimulated. During the day children may be involved in imaginative play, such as taking their 'baby' for a walk, digging in the sand or singing along to music or with the childminder. Children enjoy listening to music and therefore the childminder plays a variety of music in the background while children are busy playing. The childminder gives priority to the care needs of children and their emotional well-being, because she recognises that children need to feel safe and secure with familiar adults before they are

confident to play and explore. As a result, children are becoming more confident and independent.

### **Helping children make a positive contribution**

The provision is good.

Children's individual needs are met well because the childminder has procedures in place which enable her to exchange lots of information with parents and observe children at play. For example, emphasis is placed on children being helped to settle through meeting their needs, such as time to have cuddles and to snuggle close to a familiar adult. The childminder is also respectful of parents' wishes with regard to routines for their children. All children are recognised as individuals and treated with equal concern and respect. The childminder demonstrates good knowledge and understanding of children with learning difficulties and disability, she has produced written policies and procedures and has procedures in place for identifying, recording and monitoring concerns.

The childminder works hard to provide parents with information about the setting and her expectations. She has produced a comprehensive policy file and shares this with parents alongside the records for the day to day care of their children. As a result, children benefit from the close working relationships that the childminder establishes with their parents. Information is available in both written and verbal formats. Children's progress is recorded under the 'Birth to three matters' framework with photographs and copies of children's work included for evidence.

The childminder implements a range of strategies, based on children's ages and stage of development, to manage children's behaviour, such as discussion, distraction and time out. Children are kept busy and engaged in activities of interest to them, which promotes positive attitudes and behaviour. Children are engaged in suitable activities throughout the day which promote independence and help to boost confidence. As a result, children are positive and behave well.

### **Organisation**

The organisation is outstanding.

Children are cared for in an extremely well organised setting. They enjoy and benefit from the care and attention of a qualified and experienced adult. Children are closely supervised by the childminder at all times ensuring they are never left alone in the presence of adults who may not have been vetted. All adults on the premises hold required documentation regarding suitability checks.

Children benefit from having access to all of the ground floor in which to play. This means they can move around freely and confidently and access a wider selection of activities. Children are supported extremely well in developing independence and as a result, are gaining in confidence. Resources are organised well to provide children with choice and ease of access. The childminder is committed to providing good quality care and education for children, and continues to update

her skills and knowledge through training and reading appropriate media. She has achieved recognised qualifications to Level 3.

The provision of childcare is based on well written policies and procedures. The childminder implements these effectively and ensures all required records and documentation are in place and meets the required standard, which contributes to the continuity of care 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):

- make safe the top garden area, for example by removing rubble
- improve resources to include positive images of disability.

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](http://www.ofsted.gov.uk)