

Inspection report for early years provision

Unique Reference Number	EY350197
Inspection date	06 August 2008
Inspector	Anne Mort
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 2007. She lives with her husband and two children aged five and 10 years in Bolton, Lancashire. The whole ground floor of the childminder's house, together with a first floor bedroom, is used for childminding. Although the rear garden is not in use for outside play, children are taken to local parks and activity play venues on a regular basis and have the opportunity to play out at the front of the property. There are five children on roll. The childminder either walks or uses her car to transport children to and from local schools. The childminder attends the local parent and toddler group. She is a member of the National Childminding Association and is currently working towards the association's Quality First award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The childminder is a good role model to the children on hygiene practice. Their health is well promoted and they rapidly develop self-care skills. This is because the soap, their individual towel, toothpaste and toothbrush is easily accessible to them. Hand washing is a natural part of the daily routine and children know, without being asked, to wash their hands before lunch.

They are aware of, and talk about, how washing hands keeps them clean. Attractive notices are displayed that remind children of the things they can do to stay healthy.

Children's physical development is very well promoted. They have ample opportunity to develop small muscle control. For instance, they have the use of crayons, pens and paint brushes. They acquire new skills and persevere in their attempts, for example, to use play dough cutters. The outdoor rear garden is not in use but the childminder ensures children have opportunity to develop their large muscle control. Indoors, children spontaneously dance to the music tape playing, moving their bodies in time to the rhythm of the music. They play at the front of the property, under full supervision, with small apparatus such as hula hoops. They are taken to the park and play venues on a regular basis where they access larger play apparatus.

Individual and personal information is discussed with parents to ensure their child's health and medical needs are identified and adhered to. Children's health is further supported by the childminder's knowledge of first aid. There is a good system in place to record accidents and to inform parents should their child become ill whilst at the childminder's home. There is a written sick child policy given to parents that informs about infectious diseases and exclusion times. Children's comfort is provided for and their individual sleep patterns accommodated. They know when they are tired and clamber up with their favourite toy to have a rest, thus they are aware of their own body's needs. However, there is a risk of cross contamination as children do not have their own bedding and share the use of the settee and the same cushions for their sleep periods.

The childminder displays a sample menu that is on offer to the children and an additional one that illustrates foods of different cultures. She talks to children about healthy food and drink being good for their bodies and provides healthy snacks, such as fresh fruit. Children have their own name labelled drinks bottle that is replenished to give access to drinks throughout the day. The childminder is committed to providing food and drink that will meet children's physical needs and has attended relevant courses to update her knowledge base. She presents both snack and meal times as a chatty, sociable occasion.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a tidy, very well maintained home where there is provision of adult and child sized furniture. They are made to feel welcome because there is space for their belongings. The childminder provides hooks in the hall way. Each child has their own hook, above which is their photograph. Children move round the home independently and their safety is promoted by the physical layout of the rooms. Care is taken to present uncluttered floors and clear walking space near doorways. Children are given choices and can select activities from a variety of very good quality resources that include items relating to creative play, number and language games, construction, shop play, jigsaws, home play, fixed bead threading, soft toys, dolls and prams.

Children's safety is supported as their play is supervised by the childminder. She monitors the presentation of play materials to make sure they are safe and appropriate for the children's age and stage of development. Risks to children are minimised as the childminder takes steps to provide for their safety, for example, the neat storage of age appropriate toys, the provision of safety equipment in the home and safe storage of cleaning materials. The childminder holds written health and safety guidance documents and risk assesses her premises and resources to ensure they remain safe on a daily basis. She has a written emergency plan that details the procedure she will follow. This includes the provision of extra adult help from persons who

have been through a vetting procedure, thus actively planning for the continuing safety of the children in her care.

Children's welfare and safety is very well promoted by the procedures in place and documents held about child protection. The childminder is aware of her role in child protection issues and makes information available to parents who sign to acknowledge they have been given the information.

Helping children achieve well and enjoy what they do

The provision is good.

Children play in a home where full consideration of their needs and organised storage of resources make it a very child centred environment. Children choose where to play and what to play with. They are well settled, secure and happy. They know the contents of the rooms and where to find things. The childminder provides very well for the care, learning and welfare of children. She is aware of children's developmental stages. She knows the children well and takes each child's abilities fully into consideration. This results in good planning of how and when to take children's learning a step further. For instance, the introduction of rolling pins and cutters in the play dough session.

Children's language and conversational skills are significantly enhanced. This is due to the childminder using age appropriate and stimulating language with them. For instance, children happily engage in conversation about their drawings. They are seated at the table and share the arts materials as they create a picture of their own choice. They quickly develop pencil control and talk about what they are drawing. The childminder is very skilful at teaching children in a natural way. They readily count, name shapes and discuss the colours they are using as they enjoy handling the paper and crayons. Their self-esteem is raised because the childminder congratulates their efforts and invites them to display the results.

Children are becoming independent learners. They have ample opportunity to develop their concentration span and manipulative skills as they handle the resources and discover what they can do with them. They are very adept at handling the play dough and using the equipment. They share their imaginary play and create little 'stories', for instance, one child pushes a pram and announces 'been to shops, never stopped!'. They make choices and independently move relevant items from room to room to create a picnic scene.

Children play well together and enjoy each other's company. They talk as they play together and discuss their ideas. They show consideration towards each other and are aware of the principles of taking turns and sharing. The children benefit from the childminder knowing them well and responding to their needs and personalities. She creates and sustains a very happy atmosphere in which children's all-round abilities are utilised and learning is very well promoted.

Helping children make a positive contribution

The provision is good.

Children quickly develop confidence and positive self-esteem through the interaction, care and attention they receive from the childminder. She is dedicated and committed to the children and treats each child with great care and respect. Children's needs are very well met as they take part in a care routine agreed between the childminder and the parents. All children are welcome in the provision and the childminder seeks additional information where a child has a specific need.

The childminder works in a calm and consistent manner. As a result, children are polite and very well behaved. They are supported and supervised by the childminder who sometimes suggests activities she knows the children enjoy. For instance, children are delighted to be offered the play dough. Children are also spontaneous in their play and self regulate their own behaviour as they understand the principles of taking turns. In their play with dolls and blankets, they ask each other if they can use an item next and willingly wait for it to become available.

Children use suitable, good quality resources, both age appropriate and those to present a realistic and effective challenge. The childminder ensures children have knowledge of and experience the wider world as information is displayed, different cultural celebrations are acknowledged and children are taken on outings, for instance, to the park, the seaside and activity play venues.

Children's care and well-being and partnership with parents is very well promoted. Parents note on documentation relevant details about their child to enable the childminder to provide appropriate care. Written contractual agreements and consents are in place. Parents are very well informed about the childminding provision. This is because the childminder is proactive and has established a portfolio that illustrates her plans, routine of the day, policies and procedures, with additional information about her qualifications and family.

Each child has their own file with examples of their work and photographic evidence illustrates their play. There is a handbook for parents and a notice board displays topical information. Parents keep the childminder informed about their child, and are kept informed by her, in the use of mobile texting, where additional or immediate information needs to be given. There are arrangements in place for the childminder to exchange information about a child and the events of the day when the child is collected.

Organisation

The organisation is good.

The childminder is committed to updating and consolidating her knowledge base regarding child care and education. This is evidenced in the many certificates available that highlight attendance at various, relevant courses. This results in children's welfare and all-round development being very well promoted. The childminder gives due consideration to children's needs when planning the routine of her childminding provision. As a result, children are at ease in the well organised environment.

The childminder is aware to keep children safe from persons who have not undertaken a vetting procedure and is extra vigilant when on outings. She makes a double buggy and wrist reins available if needed and carries emergency contact numbers. Continuity of care for children is assured because the childminder has the back up service of other childminders in the event of an emergency and when arranging trips out. Thus children can be cared for by adults already known to them.

Children use the whole of the ground floor of the home. The organisation of furniture and resources within rooms give children space for free movement and exploration. Children's daily attendance is clearly noted. Their needs are met as the childminder's planning ensures she has time to sit and play with them and to accommodate their conversations.

Documentation is clearly written, concise and in line with the National Standards for Childminding. It is very neatly presented and used very well to promote the care and learning

of children and to illustrate the running and routine of the childminding provision. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable, this is the first inspection since registration.

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.

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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):

- further promote good hygiene practice when accommodating children's sleep patterns.

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