

Inspection report for early years provision

Unique Reference Number	EY356970
Inspection date	22 May 2008
Inspector	Lynn Masterman

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 registered in 2007. She lives with her three children aged 18, 16 and 14 years old. The family live in a small village near Doncaster. The whole of the ground floor of the childminder's house is used for childminding. The children have access to a secure outdoor play area. The family have a variety of small pets.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding one child under the age of eight years and one child over the age of eight years who attend on a part-time basis. Overnight care is available. The childminder takes and collects children from the local school. She takes children on outings and visits local play areas and amenities within the area. She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well maintained environment. The childminder implements effective hygiene procedures and practices, which successfully promotes children's good health.

For example, children learn how to use soap and water to wash their hands appropriately. They have individual towels which are changed daily to reduce the risk of cross-infection. Children learn about good oral health through discussion with the childminder. They know to brush their teeth after meals to help keep their teeth clean and healthy. This helps children to develop an awareness of positive hygiene practice from an early age. Appropriate procedures ensure sick children are comforted and the risk of infection to other children is minimal. Signs and symptoms are promptly recognised and parents are informed. However, the documentation requesting permission from parents to seek emergency medical treatment or advice following an accident or illness is not available.

Children have the opportunity to access a good range of outdoor play activities that develop their confidence and physical movement skills. Regular outings include visits to local parks and play areas. Children are allowed to run freely in secure areas to explore and investigate the environment. For example, they look for small insects and different trees and coloured flowers. Younger children enjoy action rhymes and songs. They dance to music and enjoy simple exercises, which incorporate bodily movements, such as reaching to touch their toes. This helps to make exercise fun.

Children's good health is promoted by a nutritious and balanced diet, which takes into consideration the dietary needs of all children. Meals are freshly prepared using a variety of fruit and vegetables to ensure they have the required five portions a day. Children grow a variety of fruit, such as apples, red berries and grapes. The childminder makes good use of opportunities to promote their awareness of how food grows from seeds and how to wash and prepare food appropriately. For example, children use pineapples and strawberries to make fruit lollies. The childminder recognises the importance of children receiving a regular intake of fluid and they are offered and able to access drinks easily. She takes account of parents' wishes and children's individual choices to provide a healthy diet.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The childminder has a positive approach to children's safety and systematically assesses safety from a child's level. For example, a small wooden handrail is fitted in the kitchen to assist and help young children negotiate steps safely. All fire safety equipment is routinely checked and evacuation procedures are practised on a regular basis. However, the fire blanket is not appropriately sited to aid ease of access in the event of fire. The childminder has good knowledge and understanding of allowing children to take supervised risks. For example, the childminder gently reminds the children how to lower their bodies safely when they climb down from a chair or the trampoline. This helps children to gain trust in a known adult. The childminder is aware of her responsibilities to keep children safe and makes good use of risk assessments to assess potential hazards on a daily basis. This ensures children can move around safely and independently.

Children access a good range of play resources and equipment, which are easily accessible, well maintained and meet the required safety standards. For example, resources are checked on a regular basis to ensure they are safe and do not pose risk to children. Resources are stored at child height, which promotes their independence, confidence and the opportunity to make informed choices about their play.

The childminder has a good understanding of her responsibility for the protection and care of children. Sound knowledge of the procedures and the use of relevant documentation for child protection ensure that children are well protected and their welfare is paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children flourish in a happy and relaxed homely environment. The childminder has a warm, caring approach and provides children with reassurance through hugs and facial expression. Children love the opportunity to be close to the childminder whilst at play. They enjoy the childminder's positive interaction and interest. For example, the children consistently take the childminder's hand and invite her to join their play. This indicates a meaningful relationship has developed. The childminder listens to the children attentively and values their contribution. From an early age children are respected and are given the opportunity to make choices about their care and play. For example, what drink they would like at snack time or if they wish to play inside the house or go outside into the garden. Consequently, children feel safe and secure in the childminder's care.

The children have the opportunity to access a good range of purposeful activities, which supports their language, mathematical thinking and imaginative development. The childminder plays an active role in children's play. She listens carefully to their ideas and provides thoughtful support and encouragement. She uses good questioning techniques to develop children's ability to make links with past experiences and extend their learning. For example, children make tea in the home corner. The childminder tells the children 'I would like a cup of tea in the red cup and some cake on the red plate'. The children skilfully match the crockery as they set the table and name the colours, such as green, blue and yellow. The childminder asks the children to think about the shape of the crockery and the children begin to name shapes, such as circle, square and oblong. The childminder makes excellent use of this opportunity to extend children's learning further by baking biscuits and using a variety of different shaped cutters.

The childminder has a good understanding of the needs of young children. Play provision is rotated to ensure children remain interested, motivated and stimulated. The childminder looks at ways of providing play opportunities to build on children's existing skills and develop new ones. She is beginning to provide opportunities to develop their sensory skills through a variety of natural materials, such as different creative mediums, sand, water, play dough and paint. She makes good use of children's development records to show parents how the children are progressing in their learning.

Helping children make a positive contribution

The provision is good.

Children are happy and relaxed in the childminder's home. They show a strong sense of belonging and their contribution to the daily routines is valued and respected. For example, young children carry out simple tasks, such as choosing their crockery and helping to clean the table at mealtimes. This results in children being independent and promotes their self-confidence. Children are treated with equal concern and their individual needs are successfully met. This is due to the childminder taking time to get to know the children and working in complete partnership with parents. For example, parents are required to complete a detailed care plan regarding all aspects of their children's care. The childminder makes good use of the information to build the foundations for a meaningful and purposeful relationship with the children.

Children behave well and develop cooperative and thoughtful relationships with each other. Good strategies ensure the effective management of children's behaviour. They are offered reason and explanation with the use of distraction and alternatives. The childminder creates a positive and encouraging atmosphere where good behaviour is acknowledged and positively praised. For example, young children are praised for successfully putting on their shoes before going outside to play in the garden. This enables children to feel good about themselves and promotes their self-esteem.

The childminder actively supports a totally inclusive environment for all children. Play is delivered in a non-stereotypical way and children are encouraged to develop a sense of equality from an early age. Children are beginning to learn about the wider world. For example, the children sing familiar nursery songs in different languages. They use holiday brochures to talk about different countries and try different foods, such as riato sauce and fajitas. They learn about similarities and differences through discussion with the childminder. For example, the childminder talks to children about why some people may need to wear glasses to help them see. However, the resources to promote children's awareness of diversity through play is limited.

The childminder works in close partnership with parents and carers. This contributes to the children's overall well-being. Effective communication systems ensure parents are kept informed and up-to-date about their child's care. Children are clearly benefiting from a positive partnership with parents. This ensures they are secure and happy.

Organisation

The organisation is good.

The environment is warm and welcoming. Children are encouraged to have fun and see their time spent with the childminder as an enjoyable experience. Space is used appropriately to ensure children are able to access a good variety of play opportunities and experiences. They move around the home confidently and are clearly at ease with the environment.

There is a suitable range of policies and procedures, which are shared with parents. These contribute to children's good health, safety and well-being. Documentation is stored securely and well maintained to meet the requirements of the National Standards.

The childminder is organised and manages her time well, which ensures all children receive a good level of care, are well supervised and supported positively in all areas of their learning. 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):

- request parental permission to seek emergency treatment or advice
- ensure the fire blanket is appropriately sited
- develop further opportunities to promote children's awareness of diversity through play.

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