

Inspection report for early years provision

Unique Reference Number	EY357830
Inspection date	08 May 2008
Inspector	Chris Scully
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, two adult daughters and a son aged five years. The childminder lives in the Prescot area of Merseyside. The whole of the ground floor and upstairs bathroom are used for childminding purposes. There is a fully enclosed garden available for outdoor play. The childminder is registered to care for a maximum of five children at any one time.

The childminder is currently providing care for three children under five years. Children are taken on regular outings to toddler groups, parks and other places of interest. The childminder is able to provide care for children with learning difficulties or disabilities.

The childminder holds a National Vocational Qualification (NVQ Level 3) in childcare and education. She is a member of the National Childminding Association and receives support from Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment. They are developing a good understanding of the need for appropriate hygiene routines, such as washing their hands before and after snack. Effective nappy changing routines, which meet the needs of the children and help to reduce the risk of cross infection, are in place. The childminder chats happily to children as she changes their nappy explaining what she is doing and why she needs to go and wash her hands afterwards.

The childminder is trained in first aid, which means children's accidents are handled well. Effective systems are in place for dealing with any emergencies. A sick child policy is in place and is effectively implemented by the childminder. This means children are cared for in as far as possible an infection free environment. Children are kept safe whilst sleeping as the childminder checks on them on regular occasions and are within sight of the childminder at all times. They are able to use a range of resources outdoors, such as slides. Children's small skills are progressing well; they confidently manipulate shapes into the correct space on the cube sorter and enjoy playing 'catch'.

Children enjoy a range of healthy and nutritious range of meals and snacks, such as pita breads and pasta dishes. All meals are freshly prepared each day and take into account the children's individual needs and preferences. The childminder is very aware of the children's individual needs and ensures these are met well in practice. This means children are not exposed to foods, which may cause an allergic reaction. Children are encouraged to try new tastes in order to enhance their diet. All children have independent access to fresh drinking water in order to keep themselves refreshed.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming home. They are confident in their surroundings and move freely within the childminder's home. They are happy to select their resources from low-level storage systems and to choose where to play. Children have access to an appropriate range of resources although, this is limited with regards to real and natural resources. Outdoor resources are safely sited and are checked before the children use them.

Risks have been identified and minimised, this means children are kept safe. Appropriate fire evacuation systems are in place, which means children are able to develop an understanding of what to do in an emergency situation. The childminder enables children to develop an awareness of their own safety, as she talks to them about how to cross the road safely outdoors and reminds them to sit down when having a drink or eating. When out with the children the childminder carries cards with their contact details so that their parents can be alerted quickly in an emergency.

The childminder has a sound understanding of child protection issues. She has attended a safeguarding children course in order to enhance her knowledge around this issue. She is aware to contact the appropriate agencies should she have a concern regarding a child's welfare. This means children are protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled in the childminder's care. This is due to the warm, caring relationships the childminder builds with children in order to help them to feel safe and secure. Daily plans are in place, but are not currently formalised, and there are no systems in place to chart children's progress. Daily routines effectively meet the needs of the children and ensure the child maintains their own routines with regards to sleep patterns and meal times. Children receive good levels of praise and interaction for the children, which effectively supports their all round development. The childminder assists the children's counting skills as she counts various objects with them and asks 'how many?' Children's learning is supported by the effective use of the local community as they visit toddler groups, parks and other places of interest.

The childminder spends considerable amounts of time playing, talking and interacting with the children. Toddler's babble happily in response to the childminder's conversations, especially when discussing the birds that visit the garden. The childminder is attentive to the children's needs and responds well to their conversations, repeating words so that they can hear the correct pronunciation. Thus, promoting their language and communication skills. She has also recently started using Makaton with the children to enhance their skills with toddlers signing thank you to her and joining in with the actions to songs. Toddlers love to sing and giggle as the childminder sings 'Incey wincey spider' to them. They then thrust their hand forward for her to play round the garden and quiver in anticipation as it comes to the end as the childminder tickles them.

Helping children make a positive contribution

The provision is satisfactory.

The children's individual needs and circumstances are known and are effectively met by the childminder. The childminder ensures activities are adapted to meet the individual needs of the children, which means they are all able to fully participate. The childminder is respectful of the children, as she listens intently to what they have to say and provides an appropriate response. Children have suitable opportunities to explore their local community as they visit local places of interest. There are some resources in place for children to explore diversity. However, there are limited opportunities at this time to look at the wider world and different cultures and beliefs due to the age of the children.

Children are well behaved and respond appropriately to the childminder's requests. Younger children are learning to share and to take turns with resources. Clear house rules enable the children to develop an understanding of what is expected of them and the consequences of their actions. Children receive high levels of praise for their efforts and achievements, which fosters their self-esteem and sense of belonging. Although, not providing care for children with learning difficulties or disabilities the childminder has suitable systems in place to provide appropriate care.

The childminder develops positive relationships with the parents of minded children. She ensures they are fully informed of their child's time with her, have access to policies and the progress the children are making. Although no formal records are made of the children's progress. Most consents are in place, which means children are cared for in line with their parent's wishes. Appropriate systems are in place for handling any concerns parents may have. She uses information gathered from parent questionnaires to enhance her provision. Comments on the

questionnaire are positive and state that they are happy with the care their children receive and children enjoy coming to the childminder's home.

Organisation

The organisation is good.

The childminder has a sound understanding of the National Standards and implements these well. All persons over 16 years are suitably vetted by Ofsted. Emergency back up systems are in place and means children are cared for by known adults in an emergency. The childminder has attended a range of courses, such as Makaton, food safety, safeguarding children and first aid. This has enhanced the childminder's skills and knowledge in these areas and has improved upon the children's health and well-being.

Policies and procedures which contribute to the health, safety and well-being of the children are in place, are effectively implemented and shared with parents. All records and documentation are in place and are well maintained. Daily registers are in place but do not clearly demonstrate the times of arrival and departure of the children. All records are appropriately stored, which means confidentiality is well maintained.

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, which parents 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):

- develop systems for charting children's development and provide more real and natural resources
- record the actual times of children's attendance.

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