

Inspection report for early years provision

Unique Reference Number	EY361691
Inspection date	08 January 2008
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 2007. She lives with her parents, adult sister and her child aged 16 months. She works alongside her mother, who is also a registered childminder. Their home is in the village of North Duffield, which is in the East Riding of 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 seven children aged between two and nine years on a part-time basis. The childminder walks to the local school to take and collect children. She attends the local carer and toddler club on occasion. The family have a pet dog and cat.

She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because the childminder follows current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, she ensures that good nappy changing procedures are implemented, such as using nappy bags and antibacterial spray to her clean hands. There is a suitable sickness policy in place, which includes good arrangements if children become ill in the setting. For example, parents are asked to collect children who become ill and the childminder ensures parents know that she does not care for children who have infectious conditions. In addition to this, a brief history of child's health is collected from parents and is made easily available should it be required.

Medication and accident policies are good. In addition to them being appropriately held and signed, copies of the records are also given to parents, which helps to ensure continuity and clarity in administering care and medication. Children are gaining a very good understanding of healthy living. They participate in everyday routines regarding hygiene, such as washing their hands after using the toilet, before meals and after outdoor play. The childminder also talks to them on the importance of good hygiene, which in turn helps them to further develop their understanding. Children take part in themed activities that promote healthy living. For example, they draw pictures that represent healthy foods and exercise, such as horse riding and playing football. They also take part in discussions, sharing knowledge of how and why they need to keep their teeth healthy and clean. In addition to this, they are able to develop understanding on how to keep the environment healthy by the childminder demonstrating how she recycles the rubbish in her home.

Children have very good opportunities to enjoy and develop physical skills both inside and outside the setting. They develop their small motor skills through indoor activities, such as playing with shape sorters and completing puzzles. Their gross motor skills are also well promoted through riding bikes, cars and scooters in the garden and by regularly visiting the park where there are swings and balancing and climbing equipment. In addition to this, younger children visit a soft play centre once a week and all children regularly enjoy dancing to music and participating in action rhymes within the setting. Children are able to rest and sleep according to their individual needs. They are well nourished through the childminder and parents working effectively together and providing healthy and nutritious food. For example, the childminder provides snacks of fruit and meals that consist of various meats and steamed fresh vegetables.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are able to develop an appropriate sense of belonging in this warm and welcoming accommodation. Space is used effectively and creatively. For example, a child-friendly area is created in the conservatory where posters and children's work are displayed. Clean, safe and suitable child sized furniture and equipment are also readily available for children to use, which in turn encourages their independence. Resources are kept appropriately organised and safe for children to use. For example, baby toys and equipment are organised into a separate basket.

Children's physical safety is promoted appropriately inside the setting. The childminder takes positive steps inside her home, such as fitting covers to electrical sockets, ensuring internal doors are kept shut and the older children are informed that upstairs is out of bounds. This

enables the children to use all available space and extend their own learning and play. However, although external doors are kept locked, the keys are left in the doors, which means more-able children could exit the premises unsupervised. They are protected appropriately from the risk of fire. For example, a basic emergency evacuation plan is regularly practised, a fire blanket is sited appropriately in the kitchen and smoke alarms, which are regularly checked, are fitted on every level of the home. Children are kept safe when on outings as the childminder implements some positive steps. For example, older children are encouraged to hold hands with adults and appropriate equipment, such as buggies and wrist straps are used as required. The childminder also ensures a note is also taken with her explaining the procedures to follow should she be incapacitated.

The childminder has appropriate knowledge of the signs and symptoms of child abuse. She is aware of some signs and symptoms and of some of the procedures to follow if concerns are raised. For example, she is aware of upholding confidentiality and approaching social services if she wishes to refer concerns. Although she has not yet completed child protection training, she has obtained some written guidance on the current legislation and emergency contact numbers, from the National Childminding Association. This means that children's welfare is suitably safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confidently acquiring new knowledge and skills from a wealth of resources and a good range of activities that are available. These are age-appropriate and cover all areas of play. For example, children are able to play with small world equipment, such as dolls houses and garages. They enjoy art and craft activities, such as painting and making collages, and engaging in board games, and are able to enjoy using computer games. The childminder provides basic plans that highlight activities for each day. These are then made available in addition to the resources already accessible. She also rotates her toys, which in turn further stimulates the children's interest.

Positive, friendly relationships are in place between the childminder and children. Younger children are able to enjoy individual attention and being physically close to adults, as a result of the childminder often working alongside other registered carers. The childminder listens to and values, what the children are saying. She talks to them about their interests. For example, she discusses the sounds of rain that children notice, as it falls on the conservatory roof. As a result, children are confident in approaching and talking to her and they are settled and happy.

Children are developing good confidence and self-esteem. They are praised for effort and achievement by the childminder. For example, when learning to identify colours. They are able to use some initiative and develop some independence by freely selecting some resources, which are made available at their level. Older and more-able children are also able to request other resources that are stored in baskets and placed on a high shelf. Children are also able to use all rooms to play and extend their own learning.

Helping children make a positive contribution

The provision is satisfactory.

There are friendly and professional partnerships in place between parents and the childminder. They work well together to meet children's individual needs. For example, very good information is collected on children and their families. However, there are at present no agreements in place

to clarify the terms and conditions of care to be provided. Information on children's development and learning is shared well. Older children's development is shared through discussion and if parents are unable to stay notes are written for them to read at home. Daily diaries are completed for younger children, which include details of sleeping and eating patterns. Information on the setting is shared appropriately. For example, certificates, such as registration and insurance are displayed and the childminder verbally discusses her policies and procedures with parents. This helps to ensure clarity and continuity in the children's care and development.

Children are able to develop a basic understanding and valuing of disability through access to some small world figures and books that reflect disability in a positive manner. They are able to develop a good sense of belonging and awareness of their local environment through firsthand experiences, such as trips out to feed the local ducks and horses. Children have suitable opportunities to learn about the diversity of the wider world through a small selection of resources and activities that promote positive images. For example, they can access cultural dolls and books, such as encyclopaedias, as well as some art and craft activities that promote awareness of different cultures and religions.

They are developing a good understanding of responsible and positive behaviour. They play alongside each other well and make some independent choices and decisions, such as what they wish to play with. Children are learning to be respectful to others through discussing issues, such as being mindful of younger children when playing both with or around them. The childminder also ensures she is a good role model for them to observe and to learn appropriate behaviour from.

Organisation

The organisation is satisfactory.

There are some robust procedures in place to ensure recruitment and vetting procedures keep children well cared for and protected. For example, the childminder ensures all checks are completed on all adults that live or work in the setting and children are not left alone with any other adults. The adult: child ratio positively supports children's care, learning and play as a result of the childminder often working alongside another childminder. This means that ratios are often above what is required and children can receive lots of one to one care.

The childminder's knowledge and understanding of child development is appropriate, which means she is able to suitably support children's care and learning. However, although another childminder is also registered to provide care in the setting, with exception of a registration certificate, there are no details held and no records of attendance maintained, regarding any of the childminders.

Almost all policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. There are appropriate systems in place to update and review policies. Almost all required documentation is held. It is professionally presented, easily available and retained for the appropriate periods of time. This helps to underpin the overall care and development of 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 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):

- ensure children are unable to access door keys and leave the premises unsupervised
- ensure agreements regarding the children's care are in place
- ensure details regarding other childminders working in the setting are held and records regarding their attendance are maintained.

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