

Inspection report for early years provision

Unique Reference Number	EY364496
Inspection date	21 May 2008
Inspector	Dawn Bonica Brown
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 2008. She lives with her husband and daughter aged 17 months in a house in Menston, West Yorkshire. The whole of the ground floor of the childminder's house is used for childminding.

The childminder is registered to care for a maximum of five children at any one time and is currently minding two children under five years and three children of school age, of whom two are aged over eight years.

The childminder walks to the local school to take and collect children. She attends a nearby parent and toddler group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have an adequate awareness of healthy hygiene practises. They remain healthy because the childminder follows suitable hygiene routines to prevent the spread of infection. For

example, she is aware of the dangers of cross-infection and provides paper towels for hand drying.

Children remain healthy through the maintenance of appropriate documentation to monitor their health and through adequate procedures to protect children who are ill. Those who are contagious do not attend. This helps to prevent the spread of contagious ailments and acts in the best interest of children to protect all children being cared for.

Children's welfare and well-being are closely protected because the childminder holds a current first aid certificate. This means that she retains the appropriate knowledge to administer first aid promptly in the event of an accident.

Children are suitably nourished and receive regular drinks throughout the day. Lunch includes cooked meals, and snacks include fresh fruit, bread sticks or savoury biscuits. Children drink milk or water and occasionally diluted fruit juice. School aged children drink water or make fruit 'smoothies'. The childminder monitors food allergies appropriately to ensure continuity of care.

Children take part in regular physical play both indoors and outside through regular visits to the park and daily walks home from school. They enjoy outings to places of interest, such as the library for story sessions. Children benefit from all day outings in school holidays. Their indoor activities include active games, such as using a dance mat and playing with tents and tunnels.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy a range of stimulating activities in a reasonably safe environment and the premises are adequately maintained in most areas. Space is used appropriately to encourage children's independence and to promote their all-round development. For example, toys are arranged on the floor for easy access for toddlers and school aged children select resources for themselves from suitable containers. Children use equipment and resources which meet the needs of all age groups.

Risks to children are minimised through adequate risk assessments in most areas. However, hazardous materials, such as low level glass is accessible to them and safety equipment, such as a smoke detector and a fire blanket are not in place. Children are protected by suitable arrangements regarding their safety, such as collection by adults known to the childminder and harmful materials, such as medication are stored safely out of children's reach. Their safety on outings is promoted through appropriate procedures which includes prior visits to venues to conduct safety checks.

Children have a suitable awareness of how to keep themselves safe through daily walks to school when they learn about road hazards and practise crossing roads safely.

Children are suitably protected from abuse through the childminder's understanding of child protection. She is knowledgeable about the potential signs and symptoms which would cause concern and understands the reporting procedures. The childminder retains the child protection contact details and records injuries that children may have at home. This means that she can act quickly in the child's best interest to safeguard their welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They have a good relationship with the childminder who is responsive to their needs. Children are well supported to settle in because the childminder allows plenty of time for them to become accustomed to her, provides their favourite toys and encourages them to bring their favourite toys from home until they are settled.

Children are involved in a broad range of planned activities and spontaneous events, such as learning nursery rhymes whilst using a wide range of musical instruments. They are engaged in painting, baking and gluing activities as well as making cards and collages. School aged children make obstacle courses with tents and tunnels and enjoy quiet activities, such as reading books, completing puzzles and participating in games with rules.

Children respond to adults' interest as the childminder encourages them to gain an interest in stories through the use of story sacks. The language development of younger children is promoted through the use of sign language with nursery rhymes.

Children are allowed time to explore their environment and resources independently and at their own pace because the activities are available for children for the whole time they are with the childminder. Children are highly absorbed in the activities provided and young children concentrate for long periods on simple activities, such as putting things inside and taking them out of a toy microwave, stacking rings and rolling toys around the setting.

Children benefit from the childminder's approach to extend their learning during activities as the childminder makes good use of the internet to obtain information about topics that are of interest to them and to support school aged children with homework.

Children benefit from effective communication with parents as written policies are provided and young children benefit from a daily diary system exchanged with parents.

Helping children make a positive contribution

The provision is satisfactory.

Parents are satisfied with the provision as the childminder maintains a professional approach to the service she provides. She deals with concerns in an appropriate manner and provides written information about the setting. This includes information about who lives on the premises and what their role is with children.

Children are treated with respect so that they learn to be polite. They are well behaved and younger children play together well. The childminder gives them her full attention to ensure that they remain interested in the activities provided. Their behaviour is managed through appropriate strategies, such as distraction with younger children, and discussions and explanations with older children. She reinforces the desired behaviour through praise and encouragement for all children and uses incentives, such as a star chart to help younger children make progress.

Children are confident and happy and feel a sense of belonging as the childminder knows them well and values their individuality by following their interests.

There are currently no children being cared for with disabilities or learning difficulties, however, the childminder is aware that she must work with parents and specialists to find out how to care for any disabilities or learning difficulties.

Children learn to value the differences in society through a few resources that reflect positive images of cultural diversity, disability and gender. For example, there are jigsaws reflecting diversity and some books reflecting disabilities as well as non-stereotypical play.

Organisation

The organisation is satisfactory.

Children's welfare is adequately promoted because the documentation which is required for the efficient and safe management of the provision is suitably maintained.

Children are appropriately cared for through the childminder's knowledge of child development. They benefit from suitable organisation of the day which follows their individual routines.

The childminder puts the needs of children first and space and resources are used appropriately to provide a welcoming, child-orientated environment. 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

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.

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 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):

- make low level glass safe or inaccessible to children
- ensure that all required fire safety equipment is in place
- develop the range of resources reflecting disabilities and cultural diversity.

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