



Inspection report for early years provision

Unique Reference Number	322592
Inspection date	23 August 2006
Inspector	Verlyn Ulanda Blake
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 1997. She lives with her husband and two children aged 13 in Astley, Wigan. The lounge, rear dining room, kitchen and upstairs bathroom facility are used for childminding and there is a fully enclosed garden for outside play. There are currently 12 children on roll, two attend on a full-time basis, the others attend on a part-time basis. The childminder goes to the local school to take and collect children. She attends the local playgroup and takes children to the local field and park.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted because the childminder has a good understanding of hygiene issues, which meet the children's physical, nutritional and health needs. Children understand

the importance of good hygiene practices as the childminder encourages appropriate hand washing and older children are independent in their personal care. Children's individual health and dietary needs are fully met because their well-being is monitored throughout the day and information is shared with parents. Babies are well cared for, because the childminder is attentive to their development and comfort. They rest and sleep according to their individual needs.

Children benefit from a wide range of physical activities, both indoors and outdoors, which contribute to their good health. Activities stimulate the toddlers mobility, physical skills and increases their control of their bodies. Older children assist the younger children which develops their confidence. Older children enjoy using large active play equipment when in the garden or at the park. Children have daily exercise, going for walks in the field and trips to outdoor play areas.

Children are well nourished. Parents provide their main meal which is in adequate quantities for their needs. Written records contain information about children's specific needs, in order to promote and maintain their healthy development. The childminder provides snacks, taking account of children's choices when providing healthy snacks. Children are able to independently access drinks throughout the day. Meal and snack times are social occasions, with older and younger children sitting down together around a table.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming, child-centred environment. They are kept safe because the childminder has given good consideration to minimising risk. However, accessible, low level sockets in the landing area have not been made safe. Otherwise, all necessary safety equipment, such as safety gates, fire blanket and fireguards, are in place which means that children can play in the main areas freely and independently.

Children are provided with safe, suitable play equipment and furniture, such as small tables and chairs; therefore, children work and play in comfort. The childminder carefully selects toys and resources which are age appropriate and pose no risk of injury to children. For example, toddlers do not have access to any small pieces which they could choke on.

Children learn how to keep safe because the childminder takes positive steps to promote their understanding through discussion, activities and routines. Children are encouraged to develop an awareness of keeping themselves safe. For example, toddlers are taught the safest way to climb into and sit on a low level chair to prevent them from hurting themselves. Children's welfare is safeguarded because the childminder has a secure understanding of child protection issues and the procedure to be followed in the event of an incident or concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children's learning and enjoyment are very well supported and extended. The childminder through discussion with the children flexibly plans an exciting range of activities which stimulate all aspects of their development. The childminder spends some time each day talking to the

children, offering them choices, asking them questions which make them think, and encourages them to express themselves. Children are clearly happy, settled and comfortable in the childminder's home.

Children engage in a range of freely initiated play. They confidently sing along to the songs that are on the television, such as 'incey wincey spider' all children join in with the slightly older children singing to the toddler, holding her hands. Children develop social awareness because the childminder teaches them. For example, she teaches them about good manners, politeness and caring for others. They learn how to make positive relationships. The relationships established between the children of varying ages is excellent.

Children's command of language is promoted well through discussions, and as the childminder reads a book to them. Children confidently name different colours and talk about a tractor that they see in the book, recalling the tractor they saw on a recent visit to the local field. Children are given the opportunity to express their imagination and creativity through many different craft activities, such as painting, making prints and gluing. They thoroughly enjoy making padded butterflies, which they paint and wait anxiously for them to dry so that they can move onto the next part of the activity.

Children clearly have well developed relationships with the childminder and enjoy the cuddles and individual attention that they receive from her.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals, and are cared for with consistency and continuity. Their emotional and physical needs are met because the childminder has effective partnerships with parents. Good communication ensures that any concerns are shared and addressed quickly. Verbal and written information about babies and toddlers individual needs and progress is exchanged each day.

Children play together harmoniously and are very well-behaved. They develop social skills because good behaviour is praised and encouraged, and they learn about boundaries in a way which is sensitive to their age and stage of development. Children are introduced to social settings where they interact with other children and adults, which helps them to share, take turns and show respect. Children learn to value and respect differences. For example, they access some appropriate resources, they play with children from different cultures and with different ability levels.

Organisation

The organisation is satisfactory.

Children benefit from being cared for in a comfortable and stimulating environment, as the play space and resources are well-organised. Children are settled and secure in the setting because the childminder plans their admission with great care and sensitivity, to their needs and the needs of the other children in her care.

Children's well-being and progress is assured because the childminder has a commitment to developing her practice through further training, such as the Birth to Three Matters for childminders, which she considers when completing the toddlers communication book on a daily basis. This commitment benefits the children because the childminder is able to put into practice the skills and knowledge she has acquired, which enhances the children's all round development.

Children are cared for appropriately in the event of an accident; however, the childminder's first aid certificate has expired, and although verbal consent is in place for some treatments, both the parents and the childminder would benefit from having these in writing, ensuring that children are cared for fully in accordance to parents wishes.

Overall, the provision meets the needs of the children who attend the setting.

Improvements since the last inspection

At the last inspection the childminder agreed to provide resources to promote positive images of culture, gender and disability.

Children now have access to a range of resources which promotes positive images of culture, gender and some reflecting disabilities. Through these resources children's awareness of the community and wider world is promoted.

Complaints since the last inspection

There are no complaints to report.

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):

- complete a first aid course which includes training in first aid for infants and young children and ensure that written information you need about children, for example skin care is in place

- ensure low level socket are made safe

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