



## Inspection report for early years provision

<b>Unique Reference Number</b>	322700
<b>Inspection date</b>	10 November 2006
<b>Inspector</b>	Susan Janet Lee
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://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 1990. She lives with her husband and adult son in a semi-detached property in Astley, close to Tyldesley.

The lounge, dining room and kitchen on the ground floor and the bathroom on the first floor are used for childminding purposes. There is a rear garden available for outdoor play. The family has two pet cats.

The childminder is registered to provide care for a maximum of six children at any one time and is currently caring for six children. She is able to take and collect children from the local primary school and 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 very well maintained environment. They stay healthy because the childminder exercises good hygiene practices to minimise the risk of cross infection. For example, she follows good standards of hygiene when changing nappies to help protect very young children and uses antibacterial spray to wipe work surfaces. Children develop an awareness of the importance of good hygiene in relation to personal care routines as they wash their hands at appropriate times of the day. The children are able to wash their hands independently and are provided with a good range of toiletries to enable them to do this. They know they need wash their hands to get rid of germs. The written sick children's policy ensures appropriate measures are in place when children are ill.

The childminder works in accordance to parents' wishes regarding the provision of food and drink. Children are well nourished as the childminder provides snacks which include fruit and yogurt, sandwiches are made from wholemeal bread and meals are home cooked and include vegetables; aiding children's growth and development. Meals are nicely presented. The children are able to independently quench their thirst as drinks are readily accessible to them. Meal times are relaxed, social occasions.

Babies benefit from routines that are consistent to their home experiences as the childminder follows their individual meal and sleep routines; providing a secure and familiar environment. The children benefit from close physical contact; the childminder nurses the babies as they wake from their sleep until they are happy to play. Babies are able to move around freely to practise their large physical skills such as sitting, crawling, pulling themselves to the standing position and walking as they hold onto furniture. Older children have lots of opportunities to enjoy and develop their physical skills as they play in the garden and visit the park. Photographic documentation shows the children learning and discovering about their bodies as they ride bikes, use the slide and play with bats and balls. The children are able to extend their indoor play into the outdoor environment; for example, children play dominoes outside, they make dens and play with small world resources on mats on the grass. The children also walk to and from school in the fresh air on a daily basis which contributes to their good health and physical development.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm, welcoming and homely environment. They have lots of space to move around and extend their play. The childminder organises space well to effectively accommodate active and quieter activities. There is a good selection of equipment and furniture available allowing babies and older children to play, rest and eat in comfort. The childminder provides a wide range of resources to meet the needs of the children being cared for; these are rotated to add variety. Resources are stored at child height and children are able to freely choose what they want to play with, helping them to initiate their own ideas and developing choice and independence. The childminder checks resources on a regular basis and ensures

that toys for older children are out of reach of younger children to minimise risks. All items of equipment and resources are of suitable design, safe and clean.

The childminder has a good awareness of safety. All reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. The childminder practises the emergency evacuation procedure with the children on a regular basis' helping them to develop an awareness of what to do in the event of an emergency such as a fire. The childminder encourages children's learning in keeping themselves safe. She uses gentle reinforcement and distraction techniques for the very young children and she gives clear boundaries to older children. The children learn about keeping themselves safe outdoors as they are taught to walk on the inside of the pavement when walking near a road, stop at the kerb and look both ways. Older children have an opportunity to say when the road is clear under the childminder's direct supervision.

All the required procedures are in place. The childminder has attended additional child protection training and she has a secure understanding of child protection matters and procedures. As a result, children's welfare is safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The childminder has attended training in relation to the 'Birth to three matters' framework. She has a good awareness of the framework and uses her understanding well to provide interesting activities for children under three years of age. The children have access to a range of age appropriate activities and they are happily engaged and occupied. The children also benefit from activities outside the home as the childminder utilises local amenities such as the park, library and parent toddler group; helping to widen children's experiences and give them opportunities to socialise with their peers. The childminder maintains a portfolio of children's art work and the children receive this when they leave as a keepsake.

The childminder dedicates much time to playing and talking to the children. She sits at the same level as the children as they play. She has a secure understanding of children's individual needs and stages of development and provides resources and activities to encourage them onto their next stage of development. The childminder shares warm relationships with the children, who are happy, relaxed and content in her care. She offers lots of positive physical contact by means of hugs and cuddles; the children feel secure and openly seek reassurance when they need to. For example, babies snuggle into the childminder for a 'quiet time' after they have played.

Babies have access to resources that are colourful, tactile and that make noises to help develop their sensory skills. They make meaning and develop their hand eye coordination as they play with connecting teddies. They enjoy being together as the childminder rolls a ball to them and they roll it back to her. Babies find a voice, begin to make meaning and listen and respond as the childminder nurtures their attempts to communicate. She listens and responds to their babbles in gentle tones; helping to reinforce early speech patterns. They enjoy listening to stories read by the childminder, who uses different tones of voice to add interest and engage the children. The childminder also introduces new concepts such as simple number and colour.

Older children are curious and confident. They initiate conversations with other people and talk about their morning at nursery.

### **Helping children make a positive contribution**

The provision is good.

The childminder gathers information from parents about their individual child's need to enable her to be in a position to best meet these needs. She respects children's needs for comforters such as favourite toys. The children develop a sense of place and an awareness of their local community through a variety of trips out and the use of public transport such as trains and buses. The childminder provides a wide range of resources that reflect diversity so that children develop an understanding of the wider world. She promotes inclusion as she ensures that all children have access to the wide range of activities and opportunities on offer. The childminder demonstrates a positive attitude towards children with special needs.

The childminder acts as a good role model to the children. She treats them with individual care and concern, listens intently when the children speak and uses 'please' and 'thank you'; consequently, children are polite and behave well. The children receive consistent praise for all their efforts and achievements, helping them to develop confidence and self-esteem from an early age. The children develop a good sense of belonging. An effective settling in procedure helps children to feel secure. On arrival home from nursery, they enter with ease and confidence and relax on the sofa for a while after their walk home. The children are able to make decisions as they choose what they want to play with and decide what fruit to have with their lunch. They are confident to make their needs known. For example, they inform the childminder that they can not turn the tap on to wash their hands before lunch.

The childminder has developed policies and procedures and information regarding the activities that she provides. All this information is discussed with parents at the initial meeting; helping to develop good working relationships and a shared understanding from an early stage. Previous inspection reports are available to parents as they are displayed on a notice board. Recent 'thank you' cards from parents document evidence that are happy with the service provided, levels of care and activities afforded.

### **Organisation**

The organisation is good.

The childminder has a high regard for children's well-being as she attends training to further develop her childcare practice. She has a good understanding of the varying needs and stages of development of children of differing ages. The childminder has a valid first aid certificate ensuring she has up to date knowledge of what to do in event of an accident or minor injury.

The children's record of attendance shows that ratios are maintained to promote children's care, learning and play. The childminder organises space, time and resources well to effectively meet children's needs.

The childminder has developed written policies and procedures that work in practice to positively promote children's health, safety and welfare. Most required documentation is in place. However,

there is no system in place to record complaints. Documentation is well organised and stored securely to help maintain confidentiality.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection a recommendation was agreed in relation to documentation. The childminder has further improved her policies and procedures in accordance with her childminding practice.

### **Complaints since the last inspection**

Since the last inspection 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):

- develop a system to record complaints.

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](http://www.ofsted.gov.uk)