



Inspection report for early years provision

Unique Reference Number	303648
Inspection date	07 December 2006
Inspector	Angela Margaret Ellis
Type of inspection	Integrated
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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

The childminder has been registered since 1996. She is co-childminding with her daughter. There are 10 children on roll. She lives with her husband and three adult children, in a house in Holywell Green, Stainland. There are shops, a school and a playground nearby. The whole of downstairs is used for childminding, and a first floor bathroom. There is a fully enclosed garden available for outside play.

The childminder supports children with learning difficulties.

The childminder is an accredited member of the Calderdale Children Come First Childminding Network, although currently she does not have any children in receipt of funded early education. She receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted satisfactorily as the childminder generally applies appropriate standards of hygiene to prevent the spread of infection. However, inconsistencies occur, for example, individual bed linen was not observed for children when they are sleeping. Children learn aspects of cleanliness through simple daily hygiene routines. For example, they know to wash their hands before eating and after using the toilet and the reasons for this. The childminder implements effective procedures and acts in children's best interests if they are ill and some written aspects of the medical documentation giving consent from parents are in place.

Children actively engage in a varied range of physical activities that contribute to their health and emotional well-being. This includes physical activities indoors, outdoors, and regular outings in the fresh air, to help them to develop skills and confidence. For example, the children have a daily walk during school runs and visits to the park where they can run, jump and climb safely. Indoors the children enjoyed joining in with action songs and dancing.

Children begin to learn the benefits of eating for their healthy growth and development well. They access drinks regularly and enjoy a good varied balance of nutritious meals and snacks; this includes plenty of fresh fruits and vegetables which are freshly prepared. Children follow their individual eating routines and are encouraged to eat at their own pace and enjoy their food. Meal times are a relaxed and social occasion in which good manners form part of the experience. A reward system is proving successful for those children that demonstrate challenging behaviour at mealtimes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The childminder has a suitable awareness of children's safety. She has made an appropriate assessment of all the hazards in her home and taken steps to minimise the risks to children. For example, safety gates are used to prevent young children from using the stairs on their own. The house and garden are secure so that children cannot leave, or visitors enter, unnoticed. She has thought about how to leave the house in an emergency and smoke detectors are tested regularly.

The childminder helps children to keep themselves safe. For example, they learn how to cross the road safely. Toys and equipment are of suitable quality, appropriately organised and meet safety standards. The childminder is careful to ensure that children only play with toys that are suitable for their age and stage of development.

The childminder has an adequate understanding of child protection issues. She would know how to act in the children's best interests if she had concerns for their welfare and shares this information with parents. However, the records to monitor existing injuries, medication and accidents are not available.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident, happy and settled at the childminder's house. They form good relationships with each other and the childminder, and are at ease in the homely environment. Children are independent as they choose between a variety of toys, books and activities. The childminder uses her growing knowledge of early years guidance, such as 'Birth to three matters' framework and the Foundation Stage curriculum, to plan a varied range of interesting activities that children enjoy and helps them progress in all areas. The childminder is naturally skilled and experienced at planning or adapting activities that children at different stages of development can all enjoy and benefit from. For example, before lunch some children chose to look at books on their own, while others were content to snuggle up close to the childminder where, they listened attentively while she read them a story that they had chosen.

Children speak confidently and language skills are developed through lots of lively conversation during activities. Children learn about the natural world, for example, through growing and caring for cress seeds. They routinely listen to music, sing and are encouraged to experiment with the sounds of different musical instruments. They play imaginatively with dressing up outfits including multicultural ones. For example, Red Indian, Chinese and Pirate outfits.

Nursery Education

The quality of teaching and children's learning is satisfactory. Plans indicate that the funded children would take part in a varied range of interesting and enjoyable activities that cover all areas of the Foundation Stage curriculum and would help them progress in all areas. The childminder is flexible in her planning to take account of children's interests and spontaneity.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed and valued as individuals. The childminder works closely with parents to ensure children's family circumstances, interests and abilities are taken into account. Children play well together and are polite and well behaved. They are at ease in the childminder's home, confidently deciding what to do, helping themselves to drinks and independently visiting the toilet. They respond enthusiastically when the childminder asks them to tidy away toys.

Children learn to value diversity through playing with a range of resources, such as dolls, books, small world figures and dressing up clothes, that reflect different cultures, ethnic background, disability and men and women in different roles. Children's social, moral, spiritual and cultural development is fostered.

The childminder has a satisfactory partnership with the parents. They are adequately informed about most aspects of the care provided, including activities the children take part in. For example, the childminder makes time each day to talk to parents about their children and takes account of their wishes. The childminder described an appropriate system that she intends to introduce for recording the progress of children in receipt of nursery education funding. However, as there are currently no funded children on roll this system has yet to be established.

Organisation

The organisation is inadequate.

Children are happy and settled in this reasonably organised home, where they are protected from harm. Plenty of space is available to the children to flow between one room and another. However, there is a breach in regulations as the childminder failed to inform Ofsted of the change to the areas used for childminding, when the premises were extended. This compromises children's safety. Children are confident and able to initiate their own play and become independent in their personal care. Limited documentation to support children's care, safety and wellbeing is in place. For example, accident, medication and existing injury records were unavailable at inspection. This is a breach of regulations.

The childminder is committed to increasing her knowledge of early years practice. She has a level 3 qualification in childcare and education and has completed other relevant training courses, such as taking the Foundation Stage outdoors and a basic course on the early learning goals. She also belongs to the Calderdale network of accredited childminders and receives support from the local authority. The childminder is aware of her strengths and weaknesses and is well aware of areas for improvement and the action she is required to take to meet the minimum standards required.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

Satisfactory progress has been made since the last inspection in most areas. Safety and hygiene improvements have been attended to, resulting in the safety and hygiene precautions within the home being more effective than they were. The required consents from parents were not available on the day of the inspection to enable the childminder to act in the best interest of the children when administering medication.

Complaints since the last inspection

Since 1 April 2004 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that all records relating to childminding activities are readily accessible and available for inspection at all times
- ensure that Ofsted is informed of any significant changes to the premises.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop and implement the children's records of achievement to evidence the progress and identify their next steps in learning.

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