



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY289513
<b>Inspection date</b>	18 December 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 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 2004. She lives with her daughter, aged six, in a terraced property in Astley, Manchester.

The lounge and dining kitchen on the ground floor and the bathroom and the rear bedroom on the first floor are used for childminding purposes. There is a rear garden available for outdoor play.

The childminder is registered to provide care for a maximum of five children at any one time and is currently caring for five children. She is able to take and collect children from the local primary school and she is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a well maintained environment. They stay healthy as the childminder exercises good hygiene practices to minimise the risk of cross infection. For example, she uses antibacterial spray to wipe work surfaces and she follows good standards of hygiene when changing nappies to help protect very young children. A first aid box is available but the contents are not very well organised, as some items are not kept in the first aid box and this may compromise the childminder's ability to deal with accidents quickly and effectively.

The childminder works in accordance to parents' wishes regarding the provision of food and drink. The children develop an awareness of healthy eating as the childminder provides snacks and meals that are healthy and nutritious to aid children's growth and development. The children are able to access fruit from a bowl on the table when they wish and the childminder provides meals that are home cooked and include lots of vegetables. The children are able to quench their thirst independently as drinks are readily accessible to them.

The children have opportunities to enjoy and develop their physical skills as they play in the garden and visit a soft play centre and the park. The children recall having fun on a recent visit to the soft play centre. They talk about playing with all the balls and playing on the slide; all of which contributes to their good health and physical development.

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

The provision is satisfactory.

The children are cared for in a homely environment. There is lots of space available for them to move around. The childminder organises space well to accommodate separate active and quieter activities. There is a good selection of furniture available allowing the children to eat, rest and play in comfort. The childminder provides a wide range of resources to meet the needs of the children being cared for. Toys are stored at child height and children are able to freely access what they want to play with, helping them to initiate their own ideas and develop their choice and independence. The childminder checks resources on a regular basis to minimise risks to children.

The childminder has a clear understanding of safety and all reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. The childminder has considered the evacuation procedure but has not practised this with minded children. As a result, the children do not develop an awareness of what to do in the event of an emergency, such as a fire. The childminder encourages children's understanding of keeping themselves safe through example and discussion. Older children learn about road safety as they walk to and from school.

The childminder has a satisfactory awareness of child protection matters. However, she is unsure of whom to contact should she have any concerns and the relevant contact details are not available. This may compromise children's welfare.

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

The provision is satisfactory.

The childminder has some awareness of the 'Birth to three matters' framework. The children have access to a range of age-appropriate activities and they are 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 and toddler group, helping to widen children's experiences and give them opportunities to socialise with their peers.

The childminder shares close relationships with the children, who are happy and settled in her care. She spends time playing and talking to the children. She sits at the same level as the children as they play and interacts with them to extend their language, to guide and help them succeed, to introduce new ideas and concepts and to encourage imaginative play. For example, the children play with the puzzles and the childminder talks to them and reminds them to turn the pieces of puzzle so that they fit. The children are able to repeat their new skill to consolidate their learning.

The children enjoy being imaginative as they play with dressing up clothes, dolls, teddies and buggies. They put on dressing up shoes and take their dolls for a walk in the buggies. They make connections as they use blankets to wrap the dolls up to keep them warm. When they return from their walk, they make the childminder a cup of tea using the tea set.

The children choose a book and climb onto the childminder's knee. The childminder offers lots of positive physical contact to help make the children feel secure and they respond by snuggling into her as she reads them a story. The children turn the pages as the childminder reads the story and talks to them about the pictures in the book.

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

The provision is satisfactory.

The childminder gathers appropriate information from parents about their children's individual needs to enable her to be in a position to best meet these needs. The children develop an awareness of their local community through trips out. There are few resources available that reflect diversity; consequently, children do not have sufficient opportunities to learn about the wider world. The childminder demonstrates a positive attitude towards children with additional needs.

The childminder uses age-appropriate strategies to manage children's behaviour and works in partnership with parents to ensure consistency. She acts as a good role model to the children so that they develop an understanding of what is expected of them. The children receive praise for their efforts and achievements; helping to develop their confidence and self-esteem. For example, when the children complete a puzzle, the childminder congratulates them and says 'well done'. The children develop a sense of belonging. They move around freely and with confidence. The childminder involves the children in daily routines, such as helping to decorate the Christmas tree and setting the table. The children enjoy being in the childminder's company.

The childminder works with parents and encourages a gradual settling in procedure which helps the children to feel secure. She shares information with parents on a daily basis to keep them informed about their children's activities.

### **Organisation**

The organisation is satisfactory.

The childminder notifies Ofsted of significant changes. She has a valid first aid certificate ensuring she has up to date knowledge of what to do in the event of an accident or minor injury.

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

Most documentation is in place. However, there is no system to record complaints.

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 recommendations were agreed in relation to safety. The childminder has since moved house; consequently, some of the recommendations are no longer applicable. The childminder completed a risk assessment when she moved house to ensure that the premises are safe.

### **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 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 that the contents of the first aid box are organised so they are readily available
- practise the evacuation procedure with minded children, develop awareness of child protection procedures and ensure relevant contact details are available
- develop awareness of the 'Birth to three matters' framework
- extend resources that reflect diversity
- 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)