



Inspection report for early years provision

Unique Reference Number	EY332864
Inspection date	13 November 2006
Inspector	Diane Lynn Turner
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 June 2006. She lives with her husband and two children aged 11 and seven-years-old in a semi-detached house in the Burnholme area of York. All of the ground floor of the childminder's home is used for childminding and there is an enclosed garden at the rear of the house for outdoor play. Toilet facilities are on the first floor.

The childminder is a member of the National Childminding Association and is registered to care for five children at any one time. She is currently minding eight children on a part-time basis, five of whom are under five-years-old .

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are able to play and learn in a very warm and clean environment. The childminder follows very effective cleaning procedures, which ensures high standards of cleanliness are maintained throughout the home. She has a clear, written policy for the care of children who are ill, which includes the exclusion times for infectious diseases. This is shared effectively with parents to ensure they know when their child should not attend. The childminder is very effective in helping children to understand the importance of following good hygiene practices in their personal care. For example, she ensures they wash their hands after toileting and messy play and before eating and she follows very good routines when changing children's nappies. She effectively helps to prevent the risk of cross infection by routinely wearing disposable gloves at this time and by providing individual face clothes and disposable hand towels for children's use in the bathroom. The childminder holds a current first aid qualification and has well stocked first aid boxes to help her deal with any accidents.

The childminder gives high priority to helping children learn about the importance of keeping themselves healthy. She ensures they have daily opportunities to enjoy fresh air, whatever the weather, and take part in activities to help develop their physical skills. For example, they play in the garden where they are able to use equipment, such as wheeled toys and a slide, go for walks in the local area and visit a variety of local parks. She uses her knowledge of the 'Birth to three matters' framework to provide activities for the youngest children, such as giving babies opportunities to reach for toys as they lie under an activity frame. Children are able to rest or sleep according to their individual needs. Babies follow their individual sleep patterns as discussed with their parents and the older children have opportunities to relax at various times throughout the day.

Food for children's meals is currently provided by the parents and the childminder provides a midmorning and afternoon snack for them. She helps them to learn about healthy eating by offering them a choice of fruit at snack, such as apple, raisins and banana, and talks to them about why too many sweets are not good for their teeth. Children are encouraged to sit at the table to eat their meals and the childminder sits with them. This effectively helps them to develop good manners and social skills. Drinks are made readily available at all times and include a choice of water, milk or juice.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very well-maintained and organised home where high priority is given to their safety. The childminder effectively identifies and minimises all risks both inside and outside the home and uses safety equipment very well. For example, she carries out detailed monthly risk assessments on all areas of the home, ensures the premises are kept secure, and carries out checks on the smoke detectors each month to ensure they remain in working order. She keeps a record of the checks and any necessary action that has been taken, such as replacing the batteries. The childminder also carefully checks the identity of any visitors before allowing

them entry to her home and ensures there are no plants that may be hazardous to children in the garden.

Children have good opportunities to learn about keeping themselves and others safe. The childminder helps them to learn about crossing the road safely when walking to and from school and the importance of wearing safety restraints in the car. She helps to reinforce this by raising their awareness of events, such as road safety week, and by displaying posters relating to the recent car safety legislation. She ensures children practise the emergency evacuation procedures each month so they know what to do in the event of a fire, and she routinely keeps a record of the drills and the names of the children present. She gently explains to the younger children that they need to be extra careful when moving around close to babies and reminds them why they need to sit on furniture, such as chairs, safely.

Children independently select activities from a wide range of good quality toys and equipment, which meet safety standards. The childminder organises resources effectively to ensure they are appropriate for the children's age and stage of development. This means they are able to play safely and ensures their learning and development are supported effectively. In addition she makes good use of the local toy library to vary and enrich children's experiences.

The childminder has a sound knowledge of all guidance for the protection of children. She demonstrates a good understanding of the possible signs and symptoms of abuse and knows what to do if she has concerns. This is clearly reflected in her child protection policy, which is made available to parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle very well at the childminder's home. She is very attentive and clearly enjoys her role and the children's company. As a result they develop close and trusting relationships with her. They are offered a good range of both free play and planned activities, such as painting, making pictures from various collage materials, baking and playing with dough, all of which contribute to their creativity.

Babies benefit from routines, which are consistent with their experiences at home, and enjoy a range of activities that are well planned using the 'Birth to three matters' framework. For example, they are able to explore a good range of stimulating toys and resources. They respond to the colours and sounds of these with delight and have very good support to develop their early communication skills as the childminder enthusiastically responds to their sounds during play.

Pre-school children are able to play with resources, such as jigsaws, to help develop their mathematical skills and they learn how to mix two colours together to make another during painting activities. They learn about sea creatures as they paint pictures of star fish and have opportunities to take part in exciting messy play activities, such as making hand and footprints using paint, making pictures using glitter and creating patterns as they paint with water outside. Older children are able to relax or be active according to their needs on their return from school. For example, they are able to make jewellery from pasta, play outside or take part in quiet

activities, such as board games or watch a DVD, which is an activity they are offered at the end of the week to help them 'wind down' after their week at school.

The childminder keeps simple but informative records of the activities the children have been involved in. These include photographs, which show they are well occupied and delight in the experiences provided. The records for the very youngest children clearly show how the activities relate to the various aspects of the 'Birth to three matters' framework. The childminder has not, however, considered using the 'Curriculum guidance for the Foundation Stage' to help her in the planning of activities for the pre-school children.

Helping children make a positive contribution

The provision is good.

All children are very much valued and respected as individuals. The childminder meets their needs very well because she finds out as much as she can about them before the placement begins. For example, she asks parents to complete a profile for their child where they are asked to record details, such as favourite toys, any special dietary requirements and routines for eating and sleeping. She talks fondly about the children and makes them feel part of the family. For example, she acknowledges and celebrates each child's birthday by providing a cake for them. Children with learning difficulties or disabilities are welcome to attend.

Children have good opportunities to learn about the wider world. For example they learn about different cultures and customs, such as Diwali and Halloween, when as part of this they learn about henna hand painting and how to make lanterns from pumpkins. They learn about their local community as they visit the city and various parks, go for walks in the local area and attend the nearby toddler group. They have good opportunities to learn about nature and the care of living things as they collect items, such as leaves and horse chestnuts, on their walks and help to plant spring bulbs in the childminder's garden.

The childminder has a very good understanding of behaviour management. She is an excellent role model for children to follow as she is very patient and has a very calm, caring manner. She explains to children what is expected of them, encourages them to respect each other and the toys and resources, and acknowledges good behaviour with lots of praise. As a result the children show care and concern for each other and play well together. They demonstrate good manners and know and follow the established routines very well, such as sitting at the table to eat and putting on an apron before they take part in messy activities.

The childminder gives the highest priority to developing an effective partnership with parents. She provides a wealth of information about the service, including a well-presented prospectus and information file that details the written policies for the service. She keeps parents extremely well informed about how their child is progressing and developing. She makes time to chat to parents at the end of each day and completes individual daily diaries, which are used very effectively as a two-way communication tool, particularly by the parents of the youngest children.

Organisation

The organisation is good.

Children feel at ease and secure in the well-organised environment. They are able to move about freely and independently access their own resources. They are well occupied because the childminder plans her days effectively to ensure they enjoy a good balance of activities both inside and outside the home.

The childminder is committed to providing a professional service and this is reflected in her detailed policies, which are used effectively to promote the welfare of the children. These include procedures for dealing with emergencies, such as a child being lost. She has an effective personal emergency plan including being able to call on another registered childminder if help is needed. She makes sure that all parents are aware of and agree to this arrangement.

All the necessary documentation is in place to ensure the service operates safely and efficiently. This is detailed, very well organised and stored securely to maintain confidentiality. 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

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 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):

- consider using the 'Curriculum guidance for the Foundation Stage' to further enhance the development and learning of the pre-school children.

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