



Inspection report for early years provision

Unique Reference Number	EY334843
Inspection date	02 February 2007
Inspector	Mary Kilroy
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 2006. She lives with her husband and one child aged two, in Salford, Greater Manchester. The whole ground floor of the childminder's house, the upstairs bathroom and two front bedrooms are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding one child aged under five and two children aged four and nine after school. She walks to local schools to take and collect children. The childminder attends local carer and toddler groups 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 provided with a choice of healthy and nutritious meals to help them to grow and remain healthy. These comply with their individual dietary requirements, which are noted and are regularly reviewed to keep children healthy and meet parent's wishes. Children are encouraged to sample new foods and they make independent choices from healthy options. The childminder consults parents about patterns of rest and sleep for younger children and by providing options and working together, children are able to rest and sleep according to their needs. Healthy fruit squashes are gradually watered down, to encourage children who dislike water to try it and the childminder uses an under-five's group where only healthy snacks are offered to the children. Older children can access fresh drinking water freely from the water dispenser in the kitchen. Snacks include fruit, raisins and cucumber and the childminder knows that some children need to eat little and often and meets their individual needs very well by ensuring that they can do so. Children are reminded to drink more frequently after strenuous exercise and during hot weather. Children too young to ask are regularly offered drinks. Children gain independence and a sense of belonging from helping to make sandwiches, bake buns and mince pies and prepare snacks and the childminder knows that this encourages them to be interested in their food and eat well. The childminder recognises that children eat better with others and makes mealtimes a happy, social occasion. She sits with them to eat, and babies' high chairs are placed at the dining table to enable them to socialise. Babies are starting to feed themselves, with support and encouragement from the childminder. The childminder is sensible about occasional treats. Children discuss washing hands after visiting the toilet, playing out and before setting the table and preparing food. They are learning about germs at an age appropriate level, such as 'I wash my hands because I don't want bugs in my dinner, do I?' Children see a wide range of animals at a nearby neighbour's home and know that they must wash their hands after handling them to remain healthy. The childminder allows for personal choices and knows individual children's likes, such as pineapple, papaya and cranberries, very well. Parents are welcome to provide items of food or drink also and children feel at home with familiar foods.

Children understand that by wiping their nose with a tissue and by disposing of them independently, this prevents germs from spreading. There are good hygienic routines for sterilising baby utensils. Toys are kept exceptionally safe and clean to protect young children. There are effective policies for sick children, who are kept rested, warm, comforted and well hydrated until collected. Children have their own personal care items, such as individual towels and cutlery, which they can recognise, to help minimise the spread of infection. Younger children are provided with a children's toilet seat and a step to enable them to access the bathroom facilities independently. This increases their confidence and fosters self-help skills in their personal care routine. The childminder was not aware of the new requirement that food poisoning is a notifiable disease in certain circumstances. The childminder has two toilets and would use both in order to reduce the spread of infection, should sickness or diarrhoea occur. Children's health is, therefore, protected by effective and comprehensive policies and the premises being kept meticulously clean.

Children enjoy outside play, fresh air and physical exercise through playing in the garden, and on large apparatus in local parks. They enjoy going on nature walks and nature trails with the childminder and collecting natural materials for collage. These activities develop children's strength, confidence and coordination. They make a nature trail scene in a box to help them to recall their experiences and are eager to go again. Children enjoy helping with small household tasks, such as hanging out washing and sweeping up sand that has been spilled onto the floor. They know that fresh air is good for drying clothes and that it helps to keep them healthy, too.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a warm, welcoming environment where their work is displayed to create a homely atmosphere. They have space to move around in comfort in the well organised and safe surroundings. Children are learning about staying safe through routines, discussion and activities. Older children's need for privacy in the bathroom is respected to encourage their self-help skills. The childminder has a good balance of child-sized and adult furniture; resources and rooms are well planned to meet all children's needs.

Children stay safe as the childminder uses written risk assessments and daily safety checks on all areas inside and out. All age appropriate safety equipment, such as fireguards, high chair, reins and safety gates, are in place and are used inside and on outings. Children stay safe as the childminder has a secure and effective policy for emergency evacuation, which is practised with them. Older children know and understand the procedure and how to follow the written plan and are beginning to take some responsibility for their own safety by participating and through discussion afterwards. The procedure is practised from various rooms of the premises. The children know where the mobile phone is sited and older children would know how to contact the emergency services correctly. The childminder checks play areas for glass and other hazards before they are accessed by children.

Furniture, toys and equipment are purchased to meet recognised safety standards. They are safe, clean and are regularly checked when putting out and away. Toys and activities meet the individual and developmental needs of the age range that the childminder is registered for. Children enjoy the stimulating play activities and the available space is well planned so that they can move around confidently to self select toys. This increases their confidence and sense of belonging.

Children understand about road safety at an appropriate level. Those too young to understand learn the simple rules when outside, such as holding hands and looking and listening. All children know 'We cross over at the crossing' and older children know about other safe places to cross. Children are familiar with the road safety hedgehogs packs and younger children are learning to press the crossing button and see red man/ green man. Inside the home, they know and observe the rules around safety, such as closing safety gates and not leaving toys on the stairs. Children know about people who help them in the local area, such as policemen and the crossing patrol. They are learning about stranger danger at an age appropriate level to help them to keep safe. The childminder checks the identity of callers before admitting them and older children understand that they should not open the front door by themselves. Older children

are included in the risk assessments, such as helping with planning a new route to school should road works prevent access to the pavement.

The childminder has good understanding of Safeguarding children issues and her policies and procedures are up to date. She demonstrates good understanding of signs and symptoms of non-accidental injury to children. Parents are good at passing on relevant information, such as about accidents that have occurred at home, or how the child has slept, that may affect their child.

Helping children achieve well and enjoy what they do

The provision is good.

Children are provided with a range of varied and stimulating activities, which meet all their developmental needs and allow for their individual needs, preferences and interests to be met. Mobile children make choices and access toys and equipment with confidence. They enjoy helping with everyday household tasks, which helps their sense of belonging. The childminder knows their likes and interests very well, such as babies who enjoy noisy things and things that develop good hand/eye co ordination. She is adept at thinking up activities to stretch children and which they thoroughly enjoy.

Children enjoy making collage with a neighbour's left over knitting wool. The childminder's neighbour enjoys knitting for children and they love handling the different textures of wool and comparing and learning new colours from it. They are also invited to handle and help to feed her large and unusual collection of pets. The childminder has a lovely and varied selection of background music and children enjoy this as well as recognising and joining in the more well known children's songs and rhymes. Children are learning well through play activities and on walks to school and in the surrounding area. They are learning to count and recognise letters throughout the play and domestic routines, such as counting carrots as they help to prepare tea and counting the spots on dominoes as they play. The childminder has a comprehensive selection of appropriate toys and books and uses toy libraries and the library to supplement her supplies. She uses the 'Birth to three matters framework' effectively to plan for play. The childminder knows the interests of the children very well and builds on these to plan activities for the next stage of development. Babies enjoy noisy things and have good hand/eye coordination, as the childminder provides toys and activities to develop these skills. Babies love pressing buttons and the childminder finds other toys and items around the home for them to press, so that they can happily practise their skills. Parents receive good information on the children's progress and development in the written daily diary and have space to record their own comments and views.

Children thoroughly enjoy junk modelling and role play and nothing is wasted. A large cardboard box that had contained a television was enthusiastically used as a boat for several days, until it eventually collapsed. Computer boxes are used to create nature trail scenes, and lots of natural materials are gathered with the children on nature walks. The childminder's husband's waste computer paper is eagerly anticipated by the children and is always used to good effect. Thus, children are encouraged to be creative and imaginative. Children enjoy warm confident relationships with the childminder, which contributes to their sense of belonging. She offers them consistent support and meaningful praise and encourages them to be independent, with

help. The childminder and older children enjoy talking to and caring for babies, who respond with pleasure. Children are settled and well behaved and enjoy the toys and activities offered. Children benefit from regular outings to parent and carer groups and walks to observe the natural world and the local area.

Helping children make a positive contribution

The provision is good.

The childminder works in partnership with parents to ensure that all individual needs are met. Parents are happy to stay and chat, to discuss progress and they receive sound appropriate verbal and written feedback. The childminder offers a daily diary now that the numbers of children that she cares for are increasing. Parents can provide a written response, if they wish to do so. The childminder uses mobile phone pictures to enable parents to share and keep in touch with their child's day.

Children have a good awareness of the local community and the wider world from accessing a good selection of books, resources and activities to promote positive images and diversity. They celebrate the festivals of other faiths and cultures, including most recently, Jewish festivals. They know key people in the local community and the childminder's neighbour and are given positive images of older people from hearing them talk about their experiences. Children have sound understanding of their own culture from celebrating Easter and Christmas with the childminder and having their individual needs and personal choices met. They enjoy nature trails and walks with the childminder to observe the natural world and the local area.

Children show a good understanding of responsible behaviour as they consider the safety needs of younger children and help with their care. The childminder uses positive, age appropriate strategies for managing behaviour. Children understand the boundaries and play well and co-operatively together. The childminder has good understanding of gender issues and children freely choose and are encouraged to try the whole range of activities. The childminder knows the children that she cares for very well. She has a good partnership with parents and they work together to manage children's behaviour. Parents support her methods and say that they will try whatever works effectively for her at home.

The childminder demonstrates good awareness of special needs and equal opportunities issues and has previous experience of meeting some of these. She has good understanding of all the individual needs of children and their likes, dislikes and interests and children settle well and are confident. The childminder would seek advice, training and support as required for children with a disability. She understands the need to discuss all aspects of care and play with parents. Inclusive play activities are planned, with each child supported at a level according to their need. The childminder is prepared to adapt play activities to meet children's individual needs. She is sympathetic and sensitive to the needs of parents, should she be the first to identify a concern. Her good understanding of children's development and of meeting all the individual needs of the children ensures that they make good progress. Play activities and outings are organised around the individual needs of the children.

Organisation

The organisation is good.

The setting and activities are well organised. The childminder has good routines and clear expectations. The children are happy and confident learners, they enjoy the play activities and are provided with good experiences both indoors and in the wider environment. Children enjoy relating their experiences and making choices and decisions on their play, and helping to prepare healthy food. They are secure and settled. The childminder involves the children in small daily tasks around the home and this provides children with a homely atmosphere where they can achieve and grow in confidence. All the necessary information for parents is displayed on the wall. The childminder accesses appropriate training courses to increase her knowledge and understanding and enhance the good care that she offers to children.

Documentation is up to date and well organised and is signed by parents where necessary. It is safely stored. Individual children's records are shared with parents.

The childminder ensures that the children are always in her sole care and that everyone living on the premises is suitable. Children benefit from her vigilance and close supervision. She is proactive in ensuring that anyone with significant access is quickly vetted before being on the premises. The childminder is aware of all changes that Ofsted, the regulator, need notification of. 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 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):

- improve working knowledge and understanding of the new legislation regarding notifiable diseases.

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