



## Inspection report for early years provision

<b>Unique Reference Number</b>	307261
<b>Inspection date</b>	12 October 2006
<b>Inspector</b>	Judith Anne Kerr
<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 1999. She lives with her husband and four children aged 15, 13, nine and four in the Higher Broughton area of Salford. The whole ground floor, two bedrooms, toilet and bathroom on the first floor of the childminder's house are used for childminding. There is a fully enclosed garden for outside play. The property also has a self-contained basement flat, to the rear of the premises on the ground floor level. When not being used by the childminder's husband in relation to his business, the living room area of the flat may be used by minded children under the direct supervision of the childminder. The flat may also be used to gain access to the rear garden and the bathroom may be used by children when they are playing in the garden.

The childminder is registered to care for a maximum of five children at any one time and is currently minding a total of seven children before and after school. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent/toddler group and takes the children to the park and library.

The childminder is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The childminder helps children to maintain a healthy lifestyle. She understands the importance of good hygiene practices. Children learn about good hygiene through everyday routines, such as hand washing before baking or eating. Children understand why they need to follow good hygiene routines to prevent the spread of germs. The childminder explains why the children are not to taste the uncooked cake mixture because of the risks of salmonella from uncooked eggs. Parents are fully informed about required exclusions if children are ill and there are clear agreements about recording accidents and medication or seeking emergency medical advice or treatment in an emergency. This helps children to stay healthy.

Children enjoy a variety of activities in the fresh air which contribute to their good health. They have regular exercise as they walk to and from school, to the park or shops. The children love playing in the garden with balls, bikes and in the sand pit or going to the park for swings and the see saw. This encourages coordination and balance.

Arrangements for snacks, meals and drinks are agreed carefully with parents so that children's individual dietary needs are met. The childminder provides healthy and nutritious meals and snacks giving regard to children's favourites. For example, she bakes flapjack for the children arriving after school. The childminder offers drinks regularly and children can help themselves to drinks whenever they are thirsty. Mealtimes are relaxed, sociable occasions when children sit round the big table, sharing news and conversation. The childminder talks with the children about which foods are healthy and why it is important to eat a healthy diet and have lots of exercise.

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

The provision is good.

The childminder provides a home environment where children can feel happy and settled. They are able to enjoy playing with a wide range of age appropriate, good quality, well kept resources, which meet safety standards. Resources are organised to enable children to make their own choices and thus develop their independence. The childminder monitors the safety of children in her care by giving consistent supervision. She takes beneficial steps to make her home a safe environment. For example, smoke alarms are fitted to every level of the home, the sand pit is covered when not in use to prevent contamination and a fire blanket is in place to ensure easy access in an emergency. The childminder has an emergency evacuation plan. However, this is not practised with the children to raise their awareness. Children's understanding of road safety is promoted through discussion and practise as they walk home from school or to the park.

The childminder understands her role in safeguarding children and has a secure knowledge of local child protection procedures. She is aware of her responsibilities and knows who to contact if there is a concern about a child.

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

The provision is good.

The children are very settled and content in the childminder's care; relationships are warm and relaxed. They are familiar with the routines, such as hanging up their coats and putting bags in the basket. The children behave well and begin to understand why some behaviour is unacceptable. For example, the childminder reminds them to say please when asking for something. They play together well and enjoy one another's company.

Children are able to select from a wide range of resources and activities to support their indoor play. They choose activities according to how they feel and their current interests. The resources can be accessed independently. This encourages the children to use initiative to plan their own play. The childminder talks with parents to find out what children enjoy and involves the older children in planning ideas for activities. Activities are very child-led.

Creative activities are popular, as the children love developing their own ideas. Children are highly motivated to go shopping for plants to make their own mini gardens or make fairy cakes for their mum's birthday. They enjoy trips out to the farm to see the animals or to the park to collect conkers, berries and leaves. These activities develop children's understanding of early mathematical concepts and extend communication skills as they pay for plants, measure ingredients, mix colours and discuss texture and shape.

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

The provision is good.

Children develop confidence as they play happily alongside one another. The childminder helps children to begin to consider the needs and feelings of others. For example, they learn to take turns and help one another as they play the 'Tigger' game. Children make their own decisions as they decide what they will play with. They confidently choose activities and get out resources to support their play. They have easy access to a variety of resources which raise their awareness of the wider world. Resources, such as dolls, jigsaws and books provide the children with an understanding of different races, cultures and abilities. The childminder demonstrates a positive approach towards the inclusion of all children.

Children receive support and encouragement as they play. Boundaries are very simple but clear; the childminder explains the reasons for them so that children understand. Children develop a growing awareness of themselves and others. They begin to take responsibility for their own behaviour and show that they understand why certain rules are in place. For example, they know that they must be strapped in when travelling in the car.

The childminder works closely with parents to understand children's needs and ensure appropriate links with home, thus helping them feel secure and included. Information is shared effectively on a daily basis, so that children's needs are met. Questionnaires completed by parents demonstrate they are 'extremely satisfied' and feel the childminder 'is reliable and flexible' and provides 'lots of activities'. Parents are encouraged to share any concerns and are made aware how to make a complaint should the need arise. The relevant paperwork is in place and shared with parents.

## **Organisation**

The organisation is good.

Children are protected and cared for because the childminder is suitably vetted, experienced and has completed all mandatory training. In addition, the childminder attends ongoing training, such as 'Child Protection' and 'Birth to three matters' in order to improve her knowledge and understanding. The relevant certificate of registration is displayed prominently.

The adult to child ratio positively supports outcomes for children. Records of attendance demonstrate the childminder works within her registered numbers. This limits the number of children minded, so that all children are able to receive effective levels of care. The childminder organises her time well so that she can give children her full attention and meet their needs.

All the required documentation is in place and stored in such a way to ensure confidentiality of information is maintained. This contributes to keeping children safe. However, siblings share the same contract.

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 the childminder agreed to develop a system for recording incidents and ensure children have an appropriate range of resources which promote positive images of gender.

Records of incidents are maintained which contribute to keeping children safe. Further resources reflecting men and women, boys and girls in equal roles have been provided. These help children to understand their place in the wider world.

## **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 complaint 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):

- ensure the emergency escape plan is practised with the children
- maintain individual contracts for each child.

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)