



Inspection report for early years provision

Unique Reference Number	EY339566
Inspection date	30 January 2007
Inspector	Helene Anne Terry
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 three children aged eight, six and two years in a detached property in Brighouse, West Yorkshire. The whole of the ground floor and a small bedroom on the first floor are used for the children. They have access to a fully enclosed garden for outside play. The family has a rabbit and a guinea pig as pets.

The childminder is registered to care for a maximum of four children at any one time. She currently has seven children on roll who attend for a variety of sessions throughout the week. The childminder takes and collects children from the local school. She attends local carer and toddler groups. She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a well balanced diet that promotes their health and growth. They benefit from nutritious snacks, such as fresh fruit and raisins. They are offered a light lunch and a main meal is freshly prepared at tea time, consisting of protein and vegetables. Drinks are frequently offered throughout the day. Children are also beginning to understand about food that is good for them and individual dietary needs are fully considered to promote their well-being.

Children are cared for in a clean home where they are beginning to learn about the importance of good hygiene through the daily routine, with effective procedures in place to help prevent cross infection. For example, they wash their hands before meals, after toileting and after playing outside. They access the sink in the bathroom with the aid of a step to promote independence. Individual wipes are used for the baby and hygienic nappy changing procedures are in place. Pet hygiene is also fully considered and children wash their hands after feeding them. The good sickness policy shared with parents ensures that children are cared for appropriately should they become unwell, and accident and medication records are well maintained.

Children have a range of good opportunities to practise their physical skills to promote their good health, inside and outside the home. They use the outdoors daily, for example, they enjoy walks to and from school; they go to the park and play on the equipment in the garden.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The home is used very well to address the differing needs of the children. Older children have the use of other rooms in the house if they are playing with activities not suitable for younger children, such as small bricks. Children are able to self-select from a very good range of resources that are age and stage appropriate, and that foster all areas of their development and learning. These are all stored neatly in containers, storage units and in cupboards in the playroom; all at child height. This promotes choice and independence.

Children are protected and their welfare fully safeguarded because of the childminder's suitable understanding of child protection issues. She has attended training in this area, and feels confident in identifying any signs and symptoms of abuse. Local Safeguarding Children Board contact details are available.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. They play freely owing to the childminder's good understanding of risk assessments, safety precautions taken, and well implemented policies and procedures. All safety features are in place, such as safety gates, fire fighting equipment and smoke detectors. Children are learning about their own safety because fire drills are practised regularly and they learn about road safety on outings. The policies and procedures that are in place are all implemented well to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

The children take part in a good varied routine to enrich their well-being. They have time for activities, snacks, meals and rests. Their individual routines are followed according to parent's wishes to promote continuity of care. They enjoy lots of creative activities, such as role play, puppet theatres, music, painting, cutting and sticking, and playing with malleable materials; for example, gloop and dough. The childminder is aware of the 'Birth to three matters' framework to support young children's learning. She is beginning to use some aspects of this, for example, encouraging independence and choice. She informally plans some activities for the children and enables them to access and make decisions about what they like to do. Activities are differentiated for the different age groups, for example, when the older children want to write, she provides resources for the younger children to draw. A daily diary is kept of the day's events; however, these do not reflect children's achievements. This inhibits the childminder's ability to plan activities to further extend children's development.

Children relate very well to the childminder owing to the close relationship established. She spends most of her time with the children, engaged in their play, extending learning. She talks to the baby about what they are doing, linking words to actions, and positively reacts to the baby's utterances. This effectively promotes language development. Children are happy and settled and enjoy their time together.

Helping children make a positive contribution

The provision is good.

Parents are kept well informed about the setting and their child. Relationships are strong between the childminder and parents. This enhances the two way process in caring for the children and provides continuity of care. They share information about the setting and children's well-being through some policies and procedures, chats and children's daily diaries. Parents are verbally informed of the complaints procedure; however, they do not receive written details with contact details of the regulator Ofsted.

Children's individual needs are valued and respected because the childminder supports their routines as discussed with parents; information is received from parents at the child's induction. The childminder has a positive approach to promoting diversity in society and the need to respect others. Children play with resources that reflect different cultures and people with disabilities, such as dolls, dressing up clothes and books. Boys and girls are encouraged to take part in all the activities; for example, boys happily play with the dolls and prams, and girls with the cars and train track.

The childminder has a good awareness of positive behaviour management techniques to enhance children's well-being and their social development. She speaks to them calmly giving explanations and uses lots of appropriate praise and encouragement, thereby boosting self-esteem and confidence. On occasions reward systems are used to reinforce good behaviour. Children also learn how to share and take turns and play well together, and the childminder spends a good deal of time involved in children's play, which promotes positive behaviour.

Organisation

The organisation is good.

A calm, warm, caring environment is provided by the childminder, and space is used effectively to meet the needs of the children attending. The childminder has a high regard for the well-being of the children in her care and organises her time and resources to ensure they receive good care. She makes sure all adults having access to the children are suitable to do so. The childminder actively seeks and undertakes additional training to develop her knowledge and understanding of childcare. For example, she has attended training on the 'Birth to three matters' framework and has booked herself on a number of other courses.

All of the required records to promote the welfare of the children are well maintained; they are easily accessible and are stored confidentially. The childminder continues to develop her policies and procedures to provide clear information for parents. They are effectively implemented to promote positive outcomes for the children attending. 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 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):

- devise a system for the recording of children's achievements to inform the planning of the activities
- devise a written complaints procedure with contact details for Ofsted.

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