



## Inspection report for early years provision

<b>Unique Reference Number</b>	311035
<b>Inspection date</b>	08 March 2007
<b>Inspector</b>	Helen Blackburn

<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 1997. She lives with her husband and two children aged 10 years and eight years in the Liversedge area. There are schools, shops, parks and they have access to public transport, in the local area. The whole ground floor, except for the living room of the childminder's house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding five children under five years and two children over five years, all of whom attend on either a part-time or full-time basis. The childminder walks to local schools to take and collect children.

She attends the local carer and toddler group and childminder support group. She is a member of the National Childminding Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children are cared for in an environment that is clean, therefore minimising the risk of infection for children. The childminder maintains this by carrying out good hygiene procedures. For example, she cleans the home on a daily basis and promotes good personal hygiene practices. The children know to wash their hands at appropriate times throughout the day, such as before eating. They understand why they need to do this, for instance, the children talk about washing the germs away.

The childminder considers the health needs of everyone when managing illness. Her written health management policy clearly outlines that any ill children should remain at home. This contributes to minimising the risk of infection to others. To support her making these decisions she has detailed information regarding infectious illnesses, diseases and incubation periods. On the rare occasions she needs to administer medicines to children, she maintains appropriate documentation. Although systems for parents acknowledging what the childminder has given are inconsistent.

The children have good opportunities to be active. This supports their physical development and encourages them to lead a healthy lifestyle. The children regularly enjoy playing in the garden, going on walks, visiting local parks and soft play centres. They play with a good range of resources to support their physical development, such as slides, bikes, trampolines, bats, balls and basketball nets.

The childminder actively promotes healthy eating to support children's health, growth and development. She plans her menus to ensure the children have a wide and varied diet and to ensure she incorporates any specific dietary needs. The children enjoy healthy nutritious meals that include pasta dishes, vegetables, fresh fruit, meat and fish. Posters around the setting display images of healthy foods to encourage children to talk about what helps them to grow healthily. Mealtimes are a relaxing experience for children with good opportunities for them to socialise and interact with their peers.

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

The provision is satisfactory.

The children are cared for in an environment that is safe and secure. There are good systems in place to ensure children play safely and to minimise accidents. The childminder regularly checks her home to ensure all safety precautions are in place, such as ensuring safety gates are secure and dangerous items are out of reach. To support her practice the childminder has devised written health and safety policies and risk assessments. However, these do not fully relate to her individual practice. The children are developing an understanding of how to keep themselves safe. They talk about crossing the road safely when they walk to school and take part in emergency evacuation practices.

The children access a varied range of resources that are safe and maintained in good condition. The children have some opportunities to make their own choices to develop their independence skills. For example, they access a selection of toys stored in boxes, which the childminder rotates to provide variety. The children know what other resources are available and regularly ask for items not directly accessible. For example, children ask to play with the jigsaws and others request the books.

The childminder has a sound understanding of child protection issues. Her knowledge is sufficient for her to understand her responsibilities in protecting children from harm. The childminder has some awareness of the changes regarding the Local Safeguarding Children Board. She has booked onto safeguarding children training to develop her knowledge of these changes. She has written policies that outline the procedures she follows if she is concerned about a child. However, these do not reflect the childminder's individual practice.

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

The provision is good.

The childminder is friendly and this creates a relaxing and welcoming environment for children. This results in children being happy and settled. Children's photographs and artwork displayed around the home contributes to this welcoming feel and provides a sense of belonging for children.

There are good relationships between the childminder and children. She is actively involved in their play and interacts with them well. For example, they laugh together as they make shapes out of the dough and enjoy some quiet time when they look at books. She uses her time with the children to support, encourage and challenge their development. For instance, encouraging children to find the green dough or count how many things they have made. Due to her good knowledge of the children she is able to effectively meet their individual needs. Through her good organisational skills she incorporates children's individual routines into the childminding day, which provides continuity for children.

The children access a varied range of resources and exciting activities that cover all their developmental needs. For example, books, arts and crafts, dressing up, construction and outdoor play. The children are enthusiastic and enjoy what they do. For example, children excitedly explore the colours and textures of the dough and talk about their favourite characters when completing jigsaws. In addition to the home-based activities, the children enjoy regular picnics and trips to parks, museums, soft play centres and toddler groups. This provides children the opportunity to socialise and build up relationships with other children.

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

The provision is satisfactory.

The children behave well, appropriate to their ages and stages of development. They have positive relationships with other children and play well together. The childminder reinforces the importance of sharing and taking turns so that children begin to respect the needs of others. There are clear boundaries and established routines in place so that children know what is

expected of them. The childminder clearly explains why certain behaviour is unacceptable and this supports children in developing an understanding of right from wrong. The children's self-esteem is good, they are confident and the childminder promotes this by praising children's achievements.

The children are developing an awareness of diversity and the world in which they live. They access a varied range of resources that provide positive images of others, such as books, dolls and posters. When celebrating religious and cultural festivals the children enjoy activities, such as creating artwork and food tasting. This contributes to children developing an awareness of the traditions of others. The childminder has a written equal opportunity policy to demonstrate how she promotes equality. However, this policy does not reflect her individual practice.

The childminder has positive relationships with the parents and they work together to promote the welfare of children. She ensures she obtains all the relevant information to meet children's needs, such as routines, likes and dislikes. Through ongoing discussions and daily dairies for younger children they regularly share and exchange information. Children's record books demonstrate to parents the range of activities their children enjoy. The childminder has a number of written policies and procedures to inform parents about the service she provides for children. However, many of these are devised from other settings and do not relate directly to the childminder.

## **Organisation**

The organisation is satisfactory.

The childminder utilises her home and space well to promote the welfare of children. She uses each area of her home for different purposes and this contributes to meeting children's needs. For example, she uses the bedroom for children to sleep, the conservatory for play and the dining room for creative activities. The children move freely around the home and by selecting resources and initiating their own play, children are developing their independence skills.

The childminder understands the benefits of further training and attends a varied range of courses to develop her skills and knowledge. She has a training programme in place that includes her working towards a recognised childcare qualification. In addition, to demonstrate her commitment to developing her service and opportunities for children she plans to work towards a quality assurance scheme.

There is appropriate documentation in place to meet regulation requirements. This is sufficient to promote the safe management of the setting and the welfare of children. Overall, most children's records contain relevant details, although some information is lacking for some children. The storage of the documents is organised and ensures confidentiality. 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 provider agreed to develop some documentation, consider training, develop information for parents and extend the provision regarding promoting positive images of others. Through devising, some policies and children's record books the parents access some

information regarding the service provided for children. Through obtaining written consents from parents children's safety and welfare is promoted. The childminder has a training programme in place to develop her skills, knowledge and experience, which therefore, influences the opportunities available to children. The purchase of some resources, such as books, dolls and dressing up outfits contributes to developing children's awareness of diversity.

### **Complaints since the last inspection**

Since 1 April 2004 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 policies and procedures are up to date and fully reflect the service provided
- ensure up to date records are maintained for all 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](http://www.ofsted.gov.uk)