

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY303451
<b>Inspection date</b>	17 March 2008
<b>Inspector</b>	Susan Elaine Heap
<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 March 2005. She lives with her husband and son aged four years in the Milnrow area of Rochdale. The lounge, dining room, kitchen and rear bedroom are used for childminding. A maximum of five children may attend at any one time. There are four children on roll. The childminder drives to local schools to take and collect children. She attends the local parent and toddler group and takes children to the local library and park.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children are cared for in a clean home where the childminder promotes good hygiene practice by having effective regular routines for cleaning the home and equipment. Children learn about the importance of good hygiene and personal care as the childminder acts as a good role model. She spends time showing the youngest children how to wash their hands which helps them to develop good hygiene practices and their independence skills. As a result, they happily go and wash their hands before their snack and dry their hands on their own individual towels.

Children are adopting healthy choices with food as the childminder gives this high priority. Attractive menus show that children receive a healthy, balanced and nutritious diet each day. Their individual dietary needs are met well because the childminder works well with parents and information is shared daily. Children are well nourished and hydrated during the day as they can independently access fresh drinking water from their own cups. Snacks of fresh fruit, such as carrots or bananas are offered which children clearly enjoy. The childminder takes her own drinks and snacks for children on trips out which ensures that children continue to benefit from a healthy diet.

The childminder is committed to ensuring children have access to physical play which is enjoyable and meets their individual developmental needs. As the childminder does not use her garden for outdoor play, children enjoy a wide range of activities both in the home and in the community which contribute to their good health. For example, visits to soft play centres, parks, adult and toddler groups or exercise to music and songs in the home, such as 'Heads, shoulders, knees and toes' help children develop control of their bodies.

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

The provision is good.

Children are cared for in a warm and welcoming home. Their development needs are met through the provision of a good range of safe, good quality and developmentally appropriate resources. These are mainly stored in boxes in the garage but the childminder regularly rotates these to ensure children have a wide variety of play experiences and do not become bored. They are then presented at floor level to encourage children's independent access. Resources also include a selection of good quality books which portray positive images of race, culture, gender and disability. As a result, children are learning about diversity and the wider community.

Safety is given high priority both inside and outside the home. Written risk assessments of the home, trips out and visits to places of interest are completed and reviewed which ensures that safety issues are identified and minimised. Children wear high visibility bands on their walks to and from school and on outings which helps keep them safe and seen by oncoming traffic. They learn about road safety through their discussions and activities with the childminder, such as looking at books and dressing up as the lollipop person or learning how traffic lights work. Appropriate safety equipment is in place and suitable to children's age and stage of development, such as safety gates in the home, and appropriate car seats or buggies are available for each child. This means that children are able to move around safely and freely, and are kept safe on outings.

Children are protected well. The childminder has all the required procedures and documents in place to ensure their welfare is safeguarded and promoted, and which are shared with parents. For example, the childminder has a good understanding of Local Safeguarding Children Board procedures.

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

The provision is good.

Children are happy, confident, secure and settle well at the childminder's home. They respond and interact positively with the childminder and other children. Children are interested in their play and happily make their choices from the good range of resources on offer. They particularly enjoy imaginative play and are happily engrossed playing with the workbench and tools, dressing and undressing dolls, making meals or doing washing in the home corner. They are encouraged

to extend their play as they hang the washing up on a clothes line with pegs. They are competent at doing jigsaws and receive warm praise from the childminder for their achievements. This develops their confidence and self-esteem. Children clearly thrive on the care and attention they receive. Although the childminder provides a wide variety of experiences for children, she has few resources for the youngest children to learn through play with natural or tactile materials, such as treasure baskets.

Children have many opportunities to be creative and use a range of tools, such as paints, crayons or cardboard boxes and tubes. They learn about nature on their walks and collect shells, pebbles and leaves for the nature box. Older children are involved in planning their activities after school or spend time relaxing, playing games or watching television for short periods. The childminder extends children's play by using the library and accessing facilities in the local community, such as adult and toddler groups or soft play centres. During school holidays trips further afield are planned which are interesting to children, such as trips to farms or museums.

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

The provision is good.

Children are highly valued and respected as individuals. Their individual needs, likes and dislikes are discussed thoroughly with their parents during the effective settling-in process. Information is shared informally at the beginning and end of each day. This ensures parents are well informed of their child's daily activities and progress, and ensures continuity of care. Letters and cards from parents praise the childminder highly and give positive feedback about the quality of care and activities provided for their children. There is a wealth of written information available for them, such as policies and procedures and the childminder also gives them copies of relevant information, such as leaflets on car restraints and seat belt safety.

The childminder uses effective strategies to manage children's behaviour that are appropriate to their age and stage of development. For example, distraction techniques, praise, using a calm voice, and giving children time to reflect on their behaviour and say 'sorry', helps children to understand boundaries and play together cooperatively. Each child receives warm praise and encouragement which builds their self-esteem, confidence and sense of achievement.

### **Organisation**

The organisation is good.

The childminder plans her time and resources effectively to provide children with access to a range of fun, interesting activities both inside and outside the home. Space is well organised to provide an accessible environment for the children which helps them develop their independence. This ensures children are comfortable and at ease in the relaxed and homely environment.

All documentation is kept in accordance with the National Standards and confidentially stored, and is used effectively to promote the safety, care and learning of children. Policies and procedures are of a high standard, and professionally presented in a file, which keeps parents fully informed about all aspects of their children's care, and the good quality of the service provided. However, the complaints procedure does not include the contact details for the regulator, Ofsted.

The childminder shows a high level of commitment to developing her skills and knowledge and has completed the National Vocational Qualification Level 3 in Childcare and Education since

registration. She regularly evaluates her practice to improve the quality of care she offers to children and their families. As a result, children benefit from her continued development, knowledge and understanding of good quality childcare practice and by implementing the same. Overall, the provision meets the needs of the range of 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):

- develop suitable resources to enable younger children to experience play with natural or tactile materials
- include the name and address of the regulator, Ofsted in the complaints procedure.

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)