

Inspection report for early years provision

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<b>Unique Reference Number</b>	316715
<b>Inspection date</b>	30 July 2007
<b>Inspector</b>	(Kate) Kathryn, Jane Ryder

<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 has been registered since 1998. She lives with her two children, aged six months and eight years in a house in the Prestwich area of Greater Manchester. The children have access to the playroom and kitchen on the ground floor and the first floor bathroom facilities. There is a safe and secure area for outdoor play. The childminder is registered to care for a maximum of three children under eight years at any one time and currently there are three children on roll. The registration does not include overnight care.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

The childminder ensures children are cared for in a tidy, hygienic home through her daily cleaning routines. She makes sure toys are kept in a good standard of cleanliness, for example, she immediately wipes them clean after being handled by children with sticky fingers. Children learn the importance of personal hygiene through regularly reinforced daily routines. For example, they wash their hands with wet wipes before eating and they are encouraged to use tissues to blow their noses. Children stay healthy because the childminder has a sick child policy

and good procedures to minimise cross infection, such as excluding children with infectious illnesses.

Children have daily opportunities for fresh air and exercise which contributes to their good health and meets their developmental needs. Visits to the park and outdoor play in the enclosed garden help them to further develop their physical skills and enjoy healthy exercise. They enjoy music and movement sessions and opportunities to exercise as they enjoy 'disco time'.

Sample menus demonstrate that children benefit from healthy and nutritious snacks and meals. Weekly menus take into account children's individual dietary requirements, ensuring that they stay healthy. The childminder prepares home cooked food, such as jacket potatoes and pasta dishes, and she provides children with daily fresh fruit and raw vegetables. Children are able to keep themselves independently refreshed as they can continually access their own cups.

### **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. They have ample space to move freely and safely in the ground-floor playroom, which is organised to promote a child-friendly environment. Children develop a sense of belonging as they see their artwork displayed, such as their paintings on canvas. Children are provided with good quality toys and equipment, which meet their developmental needs and interests. Toys are organised at low-level to aid children's independent access, which means that even the youngest children can explore and investigate.

The childminder takes positive steps inside the home to minimise risks and keep children safe. For example, relevant fire safety equipment is in place, and through the childminder's explanations, children learn about safe evacuation of the house. There are clear procedures in place with a local childminder in case of an emergency situation and parents are kept fully informed of the arrangement.

The childminder has attended training in the past and demonstrates appropriate knowledge about safeguarding children. She explains some signs and symptoms of child abuse and neglect, and understands the referral procedure. She has obtained guidance documents, such as current national guidance.

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

The provision is good.

The childminder develops warm relationships with children and as a result they are happy, secure and well settled. Young children become anxious if the childminder briefly leaves the room, for example, to collect their snack, but become immediately settled upon her return. The childminder interacts enthusiastically, listening to and talking to the children. She plays with them at their level on the floor and children frequently pause in their play and 'perch' on her knee. The childminder displays children's art work, which helps children to develop a strong sense of belonging within the home environment.

Children show interest in the range of toys and equipment which are suitable to their age and stage of development. They are confident in initiating their own play and use their imaginations well as they play with the role play equipment, such as dolls, prams, carry cots and dolls house. They dress the dolls, using good hand-eye coordination to fit arms and legs in clothes, and enjoy pretending to make the dinner in the dolls house. The childminder makes children think

as she asks questions, such as how many slices of banana they have for snack and what colour door the shape sorter has. Children enjoy recalling past events and talk about the storm they walked home in from the park. They explain that it thundered because hot and cold air bashed together.

The childminder plans some weekly activities, such as trips to the park and to toddler groups, and provides children with frequent opportunities for creative activities. Children enjoy using a range of mediums, including painting on canvas. The childminder has used the internet to research information about the 'Birth to three matters' framework and has made a start on keeping development checklists and written observations. Although not yet secure in her knowledge about the framework, she demonstrates a strong commitment to improving outcomes for young children.

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

The provision is satisfactory.

The childminder meets children's individual needs well. She has good procedures for new children, who settle gradually into her care and make a smooth transition from home to the childminder's environment. She consults parents during this period, finding out about children's preferences and home routines. The childminder has a range of toy resources which reflects diversity and helps children to see positive images of other cultures, disability and gender issues.

The childminder manages children's behaviour by using appropriate strategies. She uses methods which are appropriate for their age and stage of development. For example, she identifies simple house rules with older children and helps young children learn how to share. She allows children time to work out their minor disputes before becoming involved herself. This helps children begin to take responsibility for their personal behaviour and helps them develop negotiating skills. She encourages positive behaviour by praising children for their achievements and for good behaviour; as a result, children develop confidence and self-esteem. Children begin to understand responsible behaviour as they are encouraged to tidy toys away, for instance, they pick up toys from the floor before they get the dressing up clothes out.

Children benefit from an effective partnership between the childminder and parents. Information on the service and policies and procedures are made available to parents and verbal feedback is given daily. Parents are also provided with written observations and development checklists in line with the 'Birth to three matters' framework, although this is a newly introduced procedure. The childminder has devised a complaints policy, however, it does not clearly reflect current regulations.

### **Organisation**

The organisation is good.

The childminder makes sure she updates her mandatory training, such as having a current first aid certificate, and she uses the internet to research current childcare practices, such as the 'Birth to three matters' framework. The environment is well organised and allows children to feel at home and gives them confidence to make choices about what they want to play with. The childminder uses her time appropriately to provide children with good levels of her time and attention. This ensures children receive good quality care and that their individual needs are met.

Documentation is kept in accordance with the National Standards and is used to effectively promote the safety, care and learning of children. The childminder has developed a setting file containing a range of written policies and procedures, and samples of weekly menus and activities, such as sick child, safeguarding children, managing children's behaviour and partnership with parents. This ensures that parents are fully informed about all aspects of their children's care, and the quality of the service provided.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the time of the last inspection the childminder was asked to address two recommendations related to safety issues. She has since moved house and her personal circumstances have changed. Therefore, the recommendations are no longer appropriate.

### **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):

- continue to improve outcomes for young children by using an approach in line with the 'Birth to three matters' framework
- improve the written complaints procedure in line with current regulations.

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)