

Inspection report for early years provision

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<b>Unique Reference Number</b>	321355
<b>Inspection date</b>	21 September 2007
<b>Inspector</b>	Diane Lynn Turner
<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 1999. She lives with her husband and two children aged 18 and 13 years old in a semi-detached house, situated in the Huntington area of York. The whole of the ground floor of the childminder's home is used for childminding and there is an enclosed garden at the rear of the premises for outdoor play.

There are two dogs kept at the home.

The childminder is a member of the local childminding support group and is registered to care for six children at any one time. There are currently six children on roll, three of whom are aged under five years old. Their attendance is a mix of both full and part time places.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's good health is promoted very well. The childminder's home is maintained to good standards of cleanliness and she implements effective hygiene practices to prevent the risk of

infection. For example, individual towels are provided for the children to use after hand washing and parents are made aware that she does not accept children who are ill, and are informed of the exclusion times for infectious diseases. Good procedures are in place to ensure the pets kept at the home pose no risks to children's health and the childminder follows good hygiene procedures when changing children's nappies. Children effectively learn about the need to wash their hands after personal care and before eating and they are encouraged to bring a toothbrush so they can learn about the importance of cleaning their teeth after meals.

Children are well cared for in the event of an accident. The childminder has recently renewed her first aid qualification and has written policies for the procedure she would follow in the event of a minor or major accident. Any accidents are recorded in detail and include a body diagram showing the site of the injury, and parents are given a copy of the record. Prior parental permission is sought for the seeking of medical advice or treatment in an emergency, further ensuring children's good health.

The childminder gives high priority to ensuring children understand the importance of having fresh air and physical exercise each day as part of a healthy lifestyle. For example, she encourages them to walk whenever possible, provides opportunities for them to play in the garden with a range of outdoor toys, and to visit various local parks to use the large equipment. The older children in particular enjoy playing football and using skipping ropes and they have recently visited the local gym to learn about the equipment that can help people to keep fit. Photographs show the younger children enjoying a visit to the local soft play provision, and if the weather is bad the childminder provides physical activities in the home. For example, she brings the small slide into the lounge for the younger ones to use and provides opportunities for music and movement activities.

The childminder is currently providing snacks only, but is willing to provide meals if parents wish. She gives high priority to promoting healthy eating. For example, she talks to the children about what food is good for them, provides activities, such as fruit tasting when she encourages them to try unfamiliar items, and photographs show them picking their own strawberries for their snack. Drinks are available at all times and the children are encouraged to drink regularly to avoid dehydration.

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

The provision is good.

The childminder's home is warm, welcoming and child orientated. For example, low-level pegs are provided in the hall for them to hang up their coats and their artwork is displayed in the kitchen, showing their efforts are valued and appreciated. The premises are kept secure at all times and the garden is fully enclosed. Children have access to a good range of toys and equipment, which are appropriate to their age and stage of development. These are presented in low-level storage boxes to enable them to make independent choices, and are rotated on a regular basis to maintain their interest. The children learn to use the toys and resources with care, and the older ones, for example, know to keep those with small pieces out of reach of the youngest ones.

The childminder gives high priority to ensuring children's safety. She has devised an emergency evacuation procedure, which is regularly practised with the children and it is evident that they understand what to do in the event of a fire, as they describe how they must get outside quickly. The childminder carries out daily checks before the children arrive each day and uses safety equipment, such as socket covers and safety gates effectively. A fire blanket is available in the

kitchen and the smoke detectors are checked regularly to ensure these remain in working order. The children learn good road safety practice when out each day, and can clearly describe what they must do in order to cross the road safely. A designated meeting place has been identified for when the childminder collects the older children from school, and she has devised a lost child policy showing the procedure she would follow in such an event.

Children are well protected from possible abuse by the childminder's good understanding of the local safeguarding children procedures. She has completed training to ensure her knowledge of child protection is up to date, and to help her recognise the possible indicators of abuse. She has the contact details readily available if she needs to make a referral, and has a written policy detailing the procedure she would follow in the event of a parent failing to collect their child.

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

The provision is good.

Children settle well with the childminder and clearly feel at home in this caring environment. They are happy and confident, build close relationships with her and relate well to other members of her family. A good range of activities is provided to support children's learning. For example, the very young ones have opportunities to explore the colours and sounds of manufactured toys and the older ones are able to explore musical instruments, build with construction materials and choose from a good selection of books. The children's individual diaries, and photographs, show that they also have opportunities to play with dough, take part in creative and baking activities, and water the plants in the garden.

Children are well occupied and interaction from the childminder is good and at their level. For example, she responds enthusiastically to the sounds babies make and she helps to develop the language skills of the younger ones through lots of singing activities and stories. She also makes good use of every learning opportunity as it arises. For example, she encourages the children to chat about their morning as they have their lunch and to identify letter names and sounds, such as what letter their pet's name starts with.

Children enjoy a wealth of learning opportunities outside the home. For example, the childminder takes the younger ones to the local toddler group each week, which provides valuable opportunities to socialise with others and they regularly visit the library. Photographs show them fully immersed in looking at books and listening to stories. They enjoy outings with other childminders, for example, to look round the local fire station and the childminder takes them swimming when numbers allow. They have good opportunities to develop their imaginative skills as they use role play resources and join in with activities at the 'Big wide talk' when they are encouraged to act out various situations, such as going shopping.

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

The provision is good.

All children are warmly welcomed into the childminder's home and are highly valued as individuals. For example, important information is gathered about them before the placement begins, including the sleeping and feeding routines for babies, and the childminder acknowledges and celebrates special events in their lives, such as birthdays. The childminder has experience of caring for children with learning difficulties and disabilities. There are none currently attending but she fully understands about adapting activities and working closely with parents to ensure inclusion.

The childminder pays very good attention to helping children to be accepting of others. For example, pictures showing positive images of disability are displayed, and books, dolls and role play resources to raise children's awareness of diversity are readily available. The children have opportunities to celebrate festivals from around the world, such as Chinese New Year and Diwali with different craft activities, and have very good opportunities to learn about the local environment and surrounding areas. For example, photographs show them having lots of fun playing on the beach during a visit to the seaside, and handling small animals at a nearby children's farm.

Children benefit greatly from the very good relationships the childminder has with their parents and carers. Pre-placement visits are arranged before the minding arrangement starts and clear contracts ensure the children's needs are met and parents' wishes respected. The childminder completes a detailed daily diary for children during their first year, and she always ensures parents have verbal feedback of their child's time in her care, when they collect them. Parents are also able to have copies of any photographs the childminder has taken of the children enjoying the wide range of activities and outings provided. Evidence from parent questionnaires, written testimonials and thank you cards clearly show parents value the childminder highly.

Children are supported very effectively in learning to behave well. The childminder is a very positive role model for them to follow as she has an extremely calm and patient manner. She sensitively supports the youngest ones in sharing and turn taking and has achievable boundaries so children understand what they can and cannot do. As a result, they play well together, readily use 'please' and 'thank you', and help to tidy the toys away after use.

## **Organisation**

The organisation is good.

Children are cared for in a well-organised environment. For example, the childminder ensures domestic tasks are completed prior to the children's arrival and that she has the necessary resources for any planned activities. She offers the children varied and interesting days, which take into account their routines, and also provide for quiet times and activities outside the home. The childminder is very enthusiastic about her role and is committed to developing her service. For example, she has attended a number of training courses, including behaviour management, and has identified others that she would like to attend in the future. She is also a member of the local childminders' group, which provides an ongoing exchange of information and discussion of good practice.

The childminder has devised a number of written policies that clearly show how her service operates, and she understands about the requirement to keep a log of any complaints that may be made by parents. However, the provision for this was not readily available on the inspection visit. The childminder displays her registration certificate, alongside those for first aid and insurance, and ensures she adheres to her conditions of registration. All of the legally required documentation is in place to ensure the service operates safely and efficiently. This is well organised and stored with confidentiality in mind.

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 it was recommended that the childminder improve the documentation with regard to accident recording. This has been addressed successfully. The childminder now

records any accidents on separate sheets, which parents are asked to sign. This ensures they are well informed and maintains confidentiality. The improvements made have added significantly to the organisation of the service.

### **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 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 documentation for recording any complaints that may be received from parents is readily available.

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)