

Inspection report for early years provision

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<b>Unique Reference Number</b>	321385
<b>Inspection date</b>	24 January 2008
<b>Inspector</b>	Pauline Pinnegar
<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 January 2000, and lives in a house in the suburbs of York, leading to the centre of the City. The childminder lives with her husband and three children aged nine years, 12 years and 13 years old. The ground floor, first floor bathroom and one bedroom is used for childminding. There is an enclosed garden available for outdoor play.

The childminder is registered for a maximum six children, and is presently caring for 14 children aged from seven months to 12 years old. All children attend on a part time basis. The childminder is a member of the National Childminding Association and the North York Childminding Group. She is also a member of her local Childminding Network Group.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's health is very well considered and they follow effective health and hygiene practices as part of their everyday routines. For example, very young children have their hands carefully washed for them by the childminder and dried with their own individual colour-coded

hand-towels. Older children are actively encouraged and well monitored as they spend time washing their hands properly. The childminder's own hygiene practices are meticulous, which sets an excellent example to children. The childminder clearly understands health and hygiene guidelines and parents are informed that sick children cannot be cared for, so that children are protected from infection. Arrangements for first aid and administering medication are well considered and protect children effectively. However, written agreements with parents regarding the administration of emergency non-prescribed medication is not completely clear. Written consent to seek any necessary emergency medical advice or treatment is obtained.

The childminder finds out about children's individual dietary needs. She provides healthy meals, including plenty of fresh vegetables and children are offered a range of nutritious snacks. Younger children are provided with a packed lunch by their parents. They can select fruit each day. The childminder actively promotes healthy eating; for example, she talks with children about the importance of healthy diet and strongly discourages too many sweet foods. She encourages children to eat vegetables by using a reward chart system. Children also grow their own vegetables such as, beans and carrots. Drinks are always easily accessible to children with each child having their own cup. Younger children are able to sleep and rest according to their individual routines.

Children enjoy physical exercise regularly. For example, they are taken outdoors and experience fresh air each day; a particular favourite is walks to the local park, where they can develop their physical skills on suitable play equipment for very young children. They attend toddler groups where they enjoy climbing and sliding, and crawling enthusiastically through tunnels.

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

The provision is outstanding.

Children are cared for in an environment where their safety is given a high priority as the childminder completes regular written risk assessments, identifying possible risks or hazards and actively takes prompt action with utmost importance. This ensures children are cared for in a very safe, secure and supportive environment. The outdoor play space has been designed to be child friendly and very safe. The childminder liaises closely with parents and carers discussing children's individual needs in terms of their safety, allowing them optimal challenge to develop new skills. The use of suitable safety equipment, such as safety gates to prevent accidents ensures children's safety and well-being is promoted. The childminder conducts daily checks of both indoor and outdoor play space prior to the children's arrival, this significantly enhances their safety. High priority is given to close supervision at all times and particularly when on outings. Children develop physical and skills of independence through the childminder's close supervision. Regular discussion and evacuation practise of the premises gives children a clear understanding of the importance of staying safe in an emergency.

Children confidently select toys from the range set out for them, from low shelving and boxes. They access an extensive range of toys and equipment which are age appropriate, safe and hygienic. The regular checking of furniture, toys and equipment ensures that the children are kept very safe at all times.

Children are very well protected because the childminder has an excellent understanding of child protection policies and procedures; this actively contributes to children's safety and well-being. Access to information, training in this area and a written policy which she shares with parents and carers ensures children's welfare is given a high priority. Parents and carers

are made aware that the childminder's ultimate responsibility is the safety and welfare of the children she cares for.

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

The provision is good.

Children are very happy, settled and relaxed in the company of the childminder. Warm and caring relationships are very evident between them, with positive interaction observed at all times. This undoubtedly supports the children's developing confidence and self-esteem. They enjoy their time with the childminder and progress well because she is skilled and has a good understanding of the age and stage of development of the children who attend. For example, children are regularly given choices to encourage the development of their independence. Children are helped to settle well because the childminder is sensitive towards their individual needs. Close and caring relationships increase children's sense of trust and help them to develop a strong sense of self. Children are confident, relaxed and happy with the childminder because she is responsive, warm and affectionate with them. Children's progress is well supported by regular discussions with parents. The childminder has a good understanding of the 'Birth to three matters' framework and has completed training in this area. She makes reference to this to support the development of children under three years. Older children have well planned opportunities to learn and develop specific pre-school skills through the childminder's clear understanding of the Foundation Stage. The childminder ensures children have a good variety of educational opportunities, both inside her home and in a variety of other settings. They enjoy visits to the library and toddler groups. Other outings also include trips to the local railway museum, farms and woodland walks. Children develop confidence to play independently and the childminder is developing a basic planning structure to introduce variety into children's experiences. Activities are topic based and children explore topics such as 'Australia Day' and 'Martin Luther King Day'. Older children can do their own research into these subjects under supervision. Resources are stored so that children can make choices in their play. The childminder plans many opportunities for exploratory play, with paint, glue, 'crazy soap' and dough. She has also developed individual records of children's achievements which she shares with parents.

Children develop their favourite activities, such as playing with the dolls, using their imagination well, feeding and caring for the dolls. They develop their concentration well as they carefully play with the marble game. Children extend their play well as there is ample space and construction materials available for them to create. There are plenty of opportunities for personal conversation, stories and imaginative play based on real experiences, such as role play. Children benefit from having a clear but flexible structure to their day. They explore early reading and mathematical skills using a good range of books, games and other resources. Dressing up is another strong favourite with children.

Children are offered an extensive range of different play experiences and activities on a regular basis which enables them to learn new skills and consolidate existing ones. For example, children attend a variety of child-centred settings away from the childminding premises. These encourage the development of social skills and they also encourage the development of a range of physical skills. Children's behaviour is good. The childminder encourages children's behaviour and achievements through the use of positive praise and encouragement. This positive praise encourages children to persevere and practice skills. The childminder uses positive language to actively encourage children's enjoyment, pride in their achievements and confidence.

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

The provision is outstanding.

Children are highly respected and valued by the childminder. They benefit from the childminder knowing them well and responding to their individual needs and personalities during the day. Children's differing stages of development are accommodated as the childminder skilfully adapts activities and uses developmentally appropriate equipment to enable each child to participate fully in activities and to successfully develop their independence. There is a wide range of resources which reflect positive images of culture, gender and disability. Children learn to appreciate and respect others' similarities and differences through an excellent range of planned topics and activities, for example, Chinese New Year and Divali, when children enjoyed varied craft activities. Outings enable children to develop their awareness of their own community and the people within it, for example, trips to the shops and library. Currently there are no children on roll with learning difficulties and disabilities, but the childminder can demonstrate how she would care for all children in a caring and professional manner.

Children are very happy and content in their play which is seen as children play happily and chat with the childminder and inspector. Children's self-confidence is evident and is very well promoted as they receive lots of positive praise and encouragement from the childminder resulting in their enjoyment and contentment. Children's behaviour is excellent, which is a result of the childminder's support and encouragement. They are very well behaved because the childminder is clear about the need to promote children's positive behaviour and self-esteem. The completion of a behaviour management course has enabled the childminder to develop her expertise in this area and produce a written behaviour management policy which she shares with parents and carers.

Children benefit greatly from the excellent partnership with parents and carers. Their individual needs and requirements are discussed carefully and in detail with parents and carers prior to placement and on an on-going basis as they develop new skills and achieve milestones in their development. Successful relationships with parents and carers support the children's development very well. Questionnaires from both parents and children record very positive comments about the quality of childcare provided. Feedback on children's development and general well-being is given on a regular basis in an informal, verbal way on a daily basis and in written form by means of a daily book for children under two years. Parents and carers have access to information on what the childminder has to offer, information about Ofsted and records. They also have individual information containing the childminder's policies and procedures.

## **Organisation**

The organisation is good.

Children enjoy a well-organised environment, where their individual needs are met very effectively by flexible and responsive routines based on information from parents. The childminder plans enjoyable experiences for children, which enhance their learning and development. She introduces children to a wide and varied range of activities and provides opportunities for them to make choices in their play. The childminder accesses a wide range of training and development opportunities; this contributes to her ability to plan enjoyable experiences for children, enhancing their learning and development.

The childminder has good systems in place to support her working practices and promote children's care and well-being. Comprehensive, written policies support her consistent and

professional practice, so that children's welfare is fully safeguarded. Documentation is all well organised, all is in place and it meets requirements. However, the registration system does not fully reflect the times children attend nursery sessions. The childminder exchanges information with parents on a daily basis and maintains required records appropriately.

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 childminder was asked to: establish a complaints procedure that is relevant to the setting and contains Ofsted's contact details at the regional centre; develop a system for parents to acknowledge medicine administration; continue to develop knowledge and understanding of the care of children with special needs; continue to develop knowledge and understanding of procedures relating to child protection.

Documentation now includes a detailed complaints procedure for parents with all contact details for Ofsted. Medication records now include parents signatures following the administration of medicines. This contributes to effective partnership with parents and children's welfare overall. The childminder has developed her knowledge with regard to caring for children with special needs and also child protection procedures. She has completed suitable training courses in both these areas.

### **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 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):

- improve the procedure for administering non-prescribed medication
- review the system for registering children who attend nursery sessions.

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)