

Inspection report for early years provision

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**Unique Reference Number** 510175  
**Inspection date** 17 September 2007  
**Inspector** Marina Anna Howarth

**Type of inspection** Childcare  
**Type of care** 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 1994 and transferred from the local authority. She lives with her husband and children aged 17 and 15 years in Fitton Hill, near Oldham. The whole of the ground floor is used for childminding, with toilet facilities located on the first floor and there are enclosed gardens to the front and rear for outside play.

The childminder is registered to care for six children at any one time. She has six children on roll and is currently minding two children under five years during the day and four children over five years, before and after school and in the school holidays. She walks to local schools to take and collect children. She attends the local playgroup and takes children to the library and park. The childminder does not offer overnight care for children. The childminder is working towards the diploma in home-based childcare level 3.

The childminder supports children with learning difficulties and disabilities. She is a member of an approved childminding network.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a warm, clean and well-maintained home where they learn the importance of good hygiene and personal care. They are developing an understanding of how their bodies work and are encouraged to use tissues to wipe their nose. Booster steps and soap dispensers are provided to enable children to independently wash their hands. The childminder explains that they are washing away the germs so they do not become poorly. Children are familiar with routines and require no prompting to wash their hands before snacks and meals and after visiting the toilet. They are encouraged to use paper towels when drying themselves to avoid the risk of cross infection. This has been developed into a fun activity, as the childminder has provided a bin in the shape of a frog and they are encouraged to feed the frog with their used paper towels.

Children have daily opportunities for physical exercise. They walk to and from school, visit the local park and indoor soft play centres. They also go on nature walks where they are learning about their environment. They are given opportunities to rest according to their needs. For example, the childminder discusses sleep routines with the parents which she incorporates into the child's day. Older children are able to relax when they return home from school and are under no pressure to participate in activities.

Children are learning to understand the benefits of healthy eating. They are developing an understanding of what foods are good for them. They are encouraged to eat fresh fruit and vegetables and are involved in baking activities, such as making buns and bread. The childminder actively encourages children to try new foods by taking them to the local market where they can explore the variety of fruit and vegetables. She then purchases items of their choice and organises tasting activities. Children have recently been involved with tasting different melons and one child points to his favourite one. Children are refreshed as the childminder ensures drinks are available at all times. Children have their own drinking vessels which are always accessible to them and they are offered choices of water, sugar-free juice and milk.

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

The provision is good.

Children are cared for in a home where risks are identified and minimised. This ensures they are able to move around safely, freely and independently. The childminder gives high regard to children's safety both indoors and outdoors. Children are learning about keeping safe as explanations are offered by the childminder about why certain things and activities may be dangerous. They are aware of fire safety as she has devised an emergency evacuation procedure which is practised with them on a regular basis. She discusses the 'Green Cross Code' and one child states 'I stop, look and listen when I get to the road'.

Toys and resources are well organised and stored safely to enable children to have independent access. All resources are well maintained and are checked on a regular basis and conform to BS standards. The childminder has devised comprehensive policies and procedures relating to safety which are discussed with parents and reflected in her practice.

The childminder is skilled in achieving a good balance between freedom and safe limits. She actively enables children by keeping them safe through being vigilant but also positively

promotes their growing independence. For example, younger children are escorted using the pushchair or reins to enable them to walk independently but safely. Older children are permitted to walk ahead, providing they remain in pairs. They are aware that they must remain in the childminder's vision and must never attempt to cross the road unaccompanied by an adult.

Children are protected well. For example, she has an excellent understanding of child protection procedures in line with the Local Safeguarding Children Board and has attended relevant training.

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

The provision is outstanding.

Children are very happy, settled and relaxed in the company of the childminder. They are motivated, eager and actively participate in and enjoy the activities and experiences offered to them. Children are extremely confident and self-assured because of the excellent support and encouragement they receive from the childminder. For example, they are involved in imaginary play activities including the childminder in their play. Children are confident and relate very well to each other. The childminder is enthusiastic and experienced; she uses her wealth of experience to plan an extensive range of opportunities and activities, which are organised around particular themes of interest. Children benefit from the childminder's highly skilled ability to balance her time interacting with children effectively and at appropriate moments. For example, allowing children to instigate their own fun using the play food. Younger children benefit from the childminder's excellent understanding of the 'Birth to three matters' framework. Older children have well planned opportunities to learn and develop specific pre-school skills through the childminder's clear understanding of the Foundation Stage.

Children access a wide range of stimulating activities and experiences both within and away from the childminding setting. This supports the growth of children's development across all areas. During the inspection children were highly motivated and actively engrossed in imaginary play. They play with cars, the pretend kitchen and utensils. They use a variety of equipment, toys and different areas of the available space to create a café. Children have access to a wide range of multicultural resources and themes to help them understand diversity. They are animated and excited when adults present take an interest and listen carefully to what they are saying. As a result, children's access to excellent resources and interaction from the childminder sustains their interest and enables them to successfully develop their play.

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 are learning about their environment as they visit the seaside, nature reserve and farm.

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

The provision is outstanding.

All children are welcomed and have equal access to all activities and experiences offered which are stimulating and age appropriate. Children play cooperatively together sharing and taking turns with activities and equipment and develop an understanding of the wider world. Children access an extensive range of resources that reflect multicultural and disability issues. Children's understanding of others is encouraged through well-planned themes and spontaneous activities. For example, they are given opportunities to taste foods from different cultures and enjoyed

visiting a Chinese restaurant where they were able to taste a variety of foods and use chopsticks. Children's natural curiosity and questions are dealt with in a sensitive and considerate manner. The childminder's written equal opportunities policy and practice ensures children's equality of opportunity.

The childminder has some experience of working with children with physical disabilities and has attended a disability awareness course. She ensures that all children's individual needs are known, enabling the planning and adapting of care accordingly to meet their individual needs.

Children display high levels of confidence and are very happy and focused in their play. Excellent interaction is observed between the children and childminder as they receive lots of positive praise and encouragement, resulting in their sustained interest and contentment. Children's behaviour is excellent, which is a result of the childminder's support and encouragement. Children are very well behaved because she is clear about the need to promote their positive behaviour and self-esteem. She has devised a behaviour management policy which is discussed with parents to ensure consistency of care is maintained. The children have been actively involved in devising their own ground rules which they have written and discussed. These are displayed for everyone to view.

The childminder's excellent understanding of the 'Birth to three matters' framework enables her to plan activities taking into consideration children's development and understanding. Children are given excellent opportunities to develop their confidence and sense of belonging through extensive encouragement, support and interaction.

Children benefit greatly from the excellent partnership with parents and carers. Children's individual needs and requirements are discussed carefully and in detail with parents and carers prior to placement. Each child has their own record of achievement book and as they develop new skills and achieve milestones in their development this is recorded. Successful relationships with parents and carers support the children's development very well. There are effective systems in place to ensure parents are kept fully informed of the care their child receives. For example, there is a parents' notice board, daily diaries are completed, newsletters are issued and the childminder is available for verbal feedback. Parents and carers have access to information on what the childminder has to offer, information about Ofsted and records. They also have individual folders containing the childminder's policies and procedures.

## **Organisation**

The organisation is good.

Children feel at home and at ease; they are confident, independent and able to initiate their own play and learning experiences in a well-organised setting. They benefit from an excellent range of indoor and outdoor experiences, enabling them to have an interesting, varied day. Children's freedom of choice is actively encouraged by the childminder. They are able to move around the child-friendly environment with no restrictions, gaining confidence and independence skills.

Children are safe as the childminder actively seeks training to enhance her skills, knowledge and experience. The childminder's portfolio evidences her commitment to providing good quality care for children. She effectively uses policies and procedures to promote the welfare, care and learning of children. These are shared with parents during the induction process and are available at all times. All of the documentation complies with the National Standard

requirements. However, although the daily register contained all the relevant information, on the day of the inspection the register was not fully completed.

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 was requested to make available to parents a statement that provides details of the procedure to follow if they have a complaint, and the procedure to follow if an allegation of abuse is made.

The childminder has devised a complaints procedure which is shared with parents and she has a system in place to record complaints information. She has also updated her child protection policy which includes procedures to follow in event of an allegation of abuse made against herself or her family. As a result, parents are now fully informed and the childminder is complying with the National Standards.

### **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):

- ensure attendance register is completed on daily basis.

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)