

Inspection report for early years provision

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**Unique Reference Number** 301255  
**Inspection date** 24 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 1991 and transferred from the local authority. She lives with her husband and two adult children in Shaw, near Oldham. The whole of the ground floor is used for childminding, with toilet facilities located on the first floor. There is an enclosed rear garden for outside play.

The childminder is registered to care for six children at any one time. She is currently minding two children under five years during the day and three children over eight years, before and after school and in the school holidays. She walks or drives to local schools to take and collect children. She attends the local play group and takes children to the library and park. The family has a dog and cat. The childminder does not offer overnight care for children. She supports children with learning difficulties and disabilities. The childminder holds the National Vocational Qualification Level 2 qualification in Early years and Education and is working towards Level 3.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children enjoy good health and a healthy lifestyle because they are learning to understand simple good health and hygiene practices. For example, children are encouraged to wash their hands before meals and after going to the toilet. They have their own individual hand towel in the bathroom that is identifiable to each child. Explanations are offered to children as to the importance of washing their hands, for example, 'to wash away the germs'. Positive steps are taken to prevent the spread of infection by keeping the premises clean. There are good procedures in place when changing nappies and for the safe handling of food.

There are good arrangements in place to care for children who are ill. If children become ill in the setting, the childminder ensures they are comfortable and cared for sensitively while waiting to be collected by parents. Clear policies about children who are ill or who have infectious diseases are shared with parents.

Children regularly engage in a varied range of physical activities that contribute to their health and emotional well-being. This includes physical activities indoors and outdoors. They enjoy visits to the park, go on nature walks and access the wide range of resources located in the rear garden. For example, climbing apparatus, a trampoline and bats and balls. This helps children develop hand-eye coordination, and to enjoy moving and using their bodies in various ways. Younger children rest and sleep according to their individual needs.

Children have their health and dietary needs met because the childminder works well with parents. Meals are provided by parents and the foods are safely stored. The childminder offers fruit snacks and facilitates tasting activities. For example, children have participated in activities which encourage them to use their senses through smell, touch and tasting. Mealtimes are a relaxed social occasion in which the children are given opportunities to sit together at the child sized table and chairs. Good manners are actively encouraged. The childminder explained that children are involved in planting and growing activities in which they are learning to care for and taste home-grown produce.

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

The provision is good.

Children are cared for in a welcoming, secure and safe environment both indoors and out. Furniture and equipment are safe, clean and well maintained. Daily risk assessments are undertaken by the childminder and, where risks are identified, these are minimised. The childminder has a good understanding that children need a balance between freedom and safe limits. She understands that appropriate types of activities and suitable levels of support give the children confidence to take risks and try out new skills. She knows the children and their capabilities well.

The childminder helps children learn how to keep themselves safe. For example, children are given explanations and rules when using the trampoline and if these are not adhered to then they are not permitted to play on it. Regular reminders by the childminder reinforce the reasons why they may accidentally hurt themselves or others if they do not play safely. However, children are not developing a good awareness about emergency evacuation procedures because they

are not conducted on a regular basis. As a result, children may forget the routine and new children may not be aware of what to do.

The childminder has a good understanding of child protection issues. She is aware of procedures to follow in event of any concerns arising. However, she has not attended training in line with the Local Safeguarding Children Board procedures. As a result, the information she has is not up to date with current legislation.

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

The provision is good.

Children are very settled in the child-orientated environment. Children benefit from individual routines, resulting in them being secure and confident in their surroundings. Children are motivated and involved in a broad range of planned and spontaneous activities. There is an abundance of artwork displayed which demonstrate the wide range of activities the children are involved in. The children receive plenty of attention, and good levels of interaction increase their sense of well-being.

Toys and resources are located within easy access which enables children to have freedom of choice. The childminder structures her day with planned activities and opportunities for the children to self-select items of their choice. She incorporates themes into her activities. For example, the children enjoy Autumn walks, collecting leaves and making creative pictures when they return home. They explore colours, numbers and animals through planned activities.

The childminder is using the 'Birth to three matters' framework. She has completed an introductory course. This contributes well to the planning and promoting positive outcomes for children's learning. Children regularly socialise and extend their experiences through planned outings. For example, some of the children visited a restaurant and enjoyed a meal. They visit the shops, library and play centres and enjoy travelling on public transport.

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

The provision is good.

All children are welcomed and valued as individuals. The childminder works closely with parents to ensure children's family circumstances, interests and abilities are taken into account. Children become aware of the local community and learn to develop a positive attitude towards others. For example, they attend the local play group, enjoy rides on public transport and visit a sensory play centre, this helps the children learn about their local community appropriately through their daily routine.

The childminder is successful in promoting an inclusive provision for all. For example, children are made aware of the location of additional resources which are well organised in boxes. Children are given opportunities to select resources of their choice and engage in their self chosen activities. For example, one child indicates he wants the road by holding the childminder's hand and walking towards the door where the activity is located stating 'road'. Children are able to express themselves and become excited when the childminder talks about topics of interest to them. For example, one child loves tractors and diggers so the childminder has set out a digger jigsaw, books and toy diggers which they are delighted to see upon arrival.

Children have a well-established routine; younger children's individual needs are met appropriately. Effective developmentally appropriate learning experiences are provided through resources, books, posters, and talking about differences and similarities.

The childminder has a positive approach to managing behaviour. She gives praise within clear boundaries. Children benefit from the consistent approach between the childminder and their parents. This continuity, and reasonable expectations, encourages children to discover boundary limits and learn about how to show care and respect for each other. For example, younger children are learning the importance of sharing and taking turns because the childminder regularly reminds them during play activities.

Children clearly benefit from the positive partnership that the childminder has with parents, which includes regular discussion about their needs and progress. This successful partnership promotes children's well-being and development, enhancing and enriching their experience. As a result, children settle well in response, which enhances their experience and makes it a positive one. Systems are appropriately in place to record any complaint made, in line with the requirements. Written references from parents were available on the day of the inspection. Comments raised were that the childminder offers flexible care, their children are confident and at ease in the setting and look forward to attending.

### **Organisation**

The organisation is satisfactory.

Children have access to a well organised environment which is child focused and is welcoming to parents and children. The children are able to access a range of fun and interesting activities both inside and outside the home. This enables them to develop their independence and ensures they have a sense of belonging. For example, they are familiar where things are kept and move confidently and freely around the environment with ease.

All documentation is kept in accordance with the National Standards and is used effectively to promote the safety, care and well-being of the children. There are some policies and procedures which are shared with parents during the induction period.

The exchanging of information is given high priority on a continual basis. Information is displayed on the walls and this ensures that parent's are kept fully informed about all aspects of their child's care and good quality service is provided.

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 requested to improve fire safety precautions by maintaining smoke detectors on all levels of the house. These are now checked on a regular basis to ensure they are in working order and as a result has improved fire safety.

The childminder was also requested to increase the range of resources which reflect positive images of wider society. She has obtained play figures, dolls, cooking utensils, books and puzzles, all of which reflect positive images of race, gender, culture and disability. As a result, children are developing a greater understanding of diversity and accepting differences in a positive way.

## **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 that emergency fire evacuations are practised more frequently with the children
- develop knowledge and understanding of child protection procedures in line with the Safeguarding Children Board.

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)