

Inspection report for early years provision

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<b>Unique Reference Number</b>	301552
<b>Inspection date</b>	15 January 2008
<b>Inspector</b>	Shirley Maynard

<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 satisfactory. 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 1995. She lives in a terraced cottage in the Green Lane area of Blackburn with her adult son. The home is close to all local amenities. The kitchen, dining room and lounge are used for childminding and the children have access to an upstairs bathroom and a secure rear yard.

The childminder is registered to care for a maximum of six children at any one time. At the time of inspection there were four children on roll, all of whom attend on a part-time basis. The childminder is a member of the National Childminding Association.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children stay healthy because the childminder understands basic hygiene practices, for example, encouraging them to wash their hands before and after meals and after using the bathroom. They are provided with liquid soap and paper towels so the risk of cross-contamination is reduced. The childminder also follows an effective nappy changing routine. Children's health

needs are partially met as the childminder holds an up to date first aid certificate and has obtained prior written consent to seek emergency medical advice or treatment, which enables her to deal effectively with minor accidents. However, accidents are not appropriately recorded in the accident book. As a consequence, parents are not fully informed if their child has an accident, therefore children's health needs are compromised.

Children are suitably nourished as the childminder provides them with a varied menu, for example, fish fingers, pasta or sausage and chips. At the time of the inspection the children were enjoying a meal of pizza. The childminder provides healthier snacks of fresh fruit, yoghurt and toast. Children can monitor their own needs for a drink as they ask for a drink and access the water, milk and juice provided for them.

Younger children have their needs met because the childminder follows their routines from home therefore, they are cared for in a consistent manner, for example, sleep times. Their physical needs are developed by going for walks and some outdoor play in the summer.

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

The provision is satisfactory.

Children are cared for in a comfortable and clean environment with room to move freely. They benefit from a dedicated playroom and their craft pictures and posters are displayed on the walls creating an interesting and bright environment. The toys and resources are easily accessible, stored in child height storages boxes and are suitable for the ages of children attending, for example, construction play, puzzles and role play.

The children are kept generally safe as most of the required safety features are in place. For example, the home's emergency procedure is established and safety gates prevent children accessing areas not suitable for them. The childminder ensures children are suitably protected when travelling in the car because she ensures that appropriate car seats are used. However, some hazardous materials including toiletries are accessible to children in the bathroom. Therefore, their safety is not fully protected.

The childminder demonstrates some understanding of her role in child protection. She is aware of the signs and symptoms of possible abuse. However, she is not confident in the action to take should an issue arise. As a result, children's welfare is compromised.

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

The provision is good.

Children are happy and settled and their individuality is valued by the childminder. She has a daily, flexible routine including snack time, free play and structured activities which are informally planned to meet the needs of the specific children attending. The childminder gets down on the floor and plays with children at their level, she knows them well enough to know what interests them. Pre-school children attend the local toddler group where they socialise and make new friends and join in with group activities.

Younger children are learning as they play as the childminder talks to them about what they are doing. This encourages their individual language development, for example, playing 'pretend' with the role play equipment or building towers from the brightly coloured bricks. They sit together and share the book 'Splish Splash', children giggle and eagerly point at the pictures which demonstrates a close and secure relationship.

Older children are given the opportunity to relax after school. They are able to watch television, complete homework and help themselves to a range of age appropriate resources which includes books, craft activities and the computer. During the school holiday, the childminder organises visits which extend the children's experiences, for example, to the local country park to explore the natural world. She also plans individual focused activities which are then evaluated and shared with parents. The older children have recently painted a mural of a rainbow on the playroom wall, therefore developing their sense of belonging.

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

The provision is satisfactory.

Children are cared for in an environment where parents are welcomed and included, to ensure individual care needs are met. Children are gently encouraged to take part in all the activities provided and choose from the toys and equipment, being fully included and involved. There are currently no children on roll with a learning difficulty or disability but the childminder demonstrates sufficient knowledge. She is aware of the importance of liaising with parents and other agencies to ensure any needs are promptly identified and children sensitively supported.

Children are encouraged to be polite and well behaved. They have clear boundaries and the childminder uses positive behaviour management strategies. For example, children receive regular praise and encouragement from the childminder who acts as a positive role model by always saying 'please' and 'thank you' to them. Children have some access to resources and activities which promote a positive view of the wider world. For example, they develop a sense of where they live from regular visits in the local area; they learn about different cultures and have some resources which include multi-cultural dolls, books and posters. However, play materials that show positive images of disability are very limited, therefore children's knowledge and understanding are not fully promoted.

A positive relationship is fostered with parents, and the childminder provides verbal information regarding her care practices and shares her policies and procedures with them. This ensures they are fully aware of her childcare practice. The childminder allows time at the end of the sessions to discuss with them their child's time with her, which contributes to the children's welfare.

### **Organisation**

The organisation is satisfactory.

Children can play and learn in an environment that is organised to meet their needs. They have room to move freely and choose from good quality toys and equipment in the dedicated playroom. The childminder uses her time to play and interact with the children, to ensure their individual needs are met effectively. Furthermore, the toys and equipment are stored safely and are readily available to children, assisting them in making choices. As a result, children's play opportunities are maximised.

Children's needs are satisfactorily met because the childminder has all regulatory documents in place. However, the daily register does not clearly show the actual times of the attendance of the children and the accident book is not used appropriately. The registration certificate is displayed, therefore, parents are aware of the conditions of registration.

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 provide more written information for parents. The childminder shares children's individual plans and evaluations of the focused activities she undertakes. Furthermore, the policies and procedures are shared with parents prior to children starting. Consequently, parents are now fully aware of her childcare practice.

### **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 satisfactory. 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):

- review safety precautions in the bathroom to ensure that all hazardous materials are inaccessible to children
- develop understanding of child protection procedures in line with local and national guidance
- increase the range of play materials that show positive images of disability
- ensure the accident book is used accurately and includes parents' signatures, and extend the attendance registers to clearly show the arrival and departure times of minded children.

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)