

Inspection report for early years provision

Unique Reference Number	303527
Inspection date	29 October 2007
Inspector	Shaheen Matloob

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.

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 1997. She lives with her husband and one child aged twelve in the Doddnaze area of Hebden Bridge, West Yorkshire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The bathroom is located upstairs on the first floor. The family pets include two cats and two guinea pigs. Local amenities, such as a park and local identified nature walks are close by. Transport links into the town centre are regular.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children under five years full time. The childminder walks to the local nursery school to take and collect children. The childminder attends the local parent and toddler group.

The childminder is a member of the National Childminding Association and the local childminding network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from established daily routines and discussion to promote their understanding of personal hygiene. They have a clear understanding of the need to wash their hands before they eat because 'they are all sticky' and after using the toilet otherwise 'you get germs'. Hand towels are changed frequently and anti-bacterial gel is used in between hand washing in order to sustain high levels of hygiene. The nappy changing and disposal procedure is hygienic and prevents cross contamination. Arrangements for first aid, accidents and medication fully meet requirements and protect children. A clear sickness procedure ensures that the childminder acts in the best interest of children and prevents the spread of infection.

Children are able to rest and be active according to their needs. They explain where they sleep and rest. For example, they say 'I just go to sleep like this' as they lay on the sofa. They participate in vigorous and energetic activities daily. They walk to school to take and collect children and go on regular outings and visits. Children enjoy dancing to music as they actively demonstrate their dancing to their favourite piece of music.

Children are well nourished. They benefit from a varied and appetising range of well-balanced and nutritional food. Children's individual dietary needs are met as the childminder works effectively with parents as partners to meet the individual needs of children. She requests information from parents about specific dietary needs and ensures that these are adhered to. Parent's wishes regarding food and drink are respected. Children develop an increasing understanding of healthy eating through discussion. They understand that 'you have to eat lots of vegetables, like broccoli and carrots'. They have independent access to fresh drinking water throughout the day. Children know that fizzy drinks are not good because they 'make holes in your teeth'.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are well protected and cared for in a secure, welcoming and safe family home. Children are able to move around safely and develop their independence because the range of resources are organised well and at child- height. Children are encouraged to tidy away toys before getting more out to prevent accidents.

Children's risk of accidental injury is minimised in the secure setting, which has appropriate safety precautions in place. The childminder takes positive steps to ensure that proper precautions are in place, such as daily visual checks. She raises children's awareness of safety by pointing out dangers. For example, telling children not to put knives in their mouths, because they will cut themselves. A fire evacuation procedure has been devised, however, this is not practised regularly with all children attending the setting. Children learn to keep themselves safe on outings and effective safety arrangements are in place. For example, children wear reflective vests, flashing arm bands and restraints on outings. They have a positive understanding of road safety as they explain that they have to hold the childminder's hand or hold onto the buggy, and 'you have to stop and use your brain before you cross the road'. Good security arrangements mean that children only leave with a designated person at all times.

The childminder has a sound understanding of safeguarding issues and ensures that she keeps herself up to date with current legislation and practices to ensure children are protected and their welfare is of paramount importance. She ensures that all adults in the home are vetted in order to keep children safe. Supporting documentation, such as existing injuries and significant concerns are in place. Although, there are no systems in place to record incidents of physical restraint.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They speak confidently as they explain why they enjoy coming to the childminders 'we like coming because there are so many toys' and 'its lots of fun'. They also openly talk about themselves and share experiences about their holidays abroad. They have a strong and positive relationship with the childminder and other children as they say that they 'are good friends'. This helps them to develop self-confidence and assurance. They happily play with the childminder using resources, such as puzzles about the alphabet. Children learn the days of the week through songs and rhymes and develop excellent listening and imaginative skills as the childminder talks about her trip away. For example, children ask questions and ask her to 'tell us that again'.

Children are engaged in play as they independently select from a wide range of toys and resources that are developmentally appropriate. Good spontaneous opportunities and conversation allows children to build on their curiosity and interests. An example of this occurred through discussion about other peoples cultures and the childminder followed this through by presenting 'bindi's' for children to self-select and wear. Exploration of play dough helps children to represent their experiences, feelings and ideas in a variety of ways. For example, children explore play dough as they pat, mould and shape it using their hands or tools into 'a dinosaurs house' and 'potato and pineapple crisps'.

Children thoroughly enjoy looking at books. They handle them carefully using their fingers to follow text and tell the story in their own words. They use construction to build and balance as they make 'a massive tower' and a 'combsator, which tells you to be still'. Children develop number skills and colour recognition as they are asked to count the number of yellow bricks in their tower by the childminder.

Helping children make a positive contribution

The provision is good.

Children are highly valued and included as the childminder is committed to providing equality and helping children learn about it through play. All children have equal access to play opportunities and activities are adapted to suit children's individual developmental needs. Positive comments from the parents, such as the childminder 'values and accepts children's individuality, which is fundamental for children to be able to grow into happy and confident adults' mirror the effective setting.

Children greatly benefit from a wide range of meaningful activities and resources, which help to promote a positive view of the wider world and increase children's awareness and understanding diversity. Children make bindi's with play dough and explain how Indian people wear them. They have excellent opportunities to listen and dance to music from around the world. Children participate in exciting and creative activities to promote festivals and special events. For example, they made Indian elephants as they learnt about India. They sample food

from other countries in order to develop their tastes and go on interesting and special trips to see Zulu warriors.

Children learn to respond to expectations for their behaviour because the childminder has high expectations and creates clear boundaries. She uses firm, fair and consistent strategies to promote their well-being and development. Age appropriate and sensitive explanations help children to understand why certain behaviour is unacceptable. As a result, children understand what constitutes towards good behaviour, such as 'playing nicely' and 'taking turns'. In return, they are consistently well behaved and polite. Children develop self-esteem through praise and encouragement. Stickers and stamps are used to reward positive behaviour, such as sharing and being sensible. The childminder reinforces children confidence and self-esteem by informing parents 'how good they have been'.

Children have their individual needs met by the childminder who has mutually supportive relationships and works in close partnership with parents. Parents receive a welcome pack which contains policies and procedures about the setting. The childminder seeks the views of parents through a comments book and values their contributions. In return parents fully appreciate the service and comments, such as 'I am thrilled with the professionalism and quality of childcare provided' and 'we feel our child has had a tremendous start in life by the enriched and nurturing experiences provided' mirror the good quality practice. The childminder establishes effective informal and formal channels of communication with parents to discuss children's progress and their general well-being. For example, daily verbal communication and written diaries which include sleep times, food intake, nappy changing and general observations enhance the continuity of care.

Organisation

The organisation is good.

Children feel at home and at ease in the well organised and child friendly setting. This means that they are confident and secure to initiate the majority of their play and activities. The premises and resources are organised effectively and efficiently, which allows children to play independently. The childminder spends time playing with the children, which positively supports children's care learning and play.

The childminder has a secure knowledge and understanding of child development and has a high regard for their general well-being. She demonstrates a clear purpose and commitment to improving the setting by attending regular and beneficial training in order to enhance her knowledge, which is clearly reflected in the good quality practice.

Legally required documentation is of a good standard, readily accessible and organised well. Records, policies and procedures required for the safe management of the provision are clear and organised into a welcome pack for parents. These are used well to promote the welfare, care and learning of children. Records for individual children are openly shared with parents and used well to manage and meet their needs.

Improvements since the last inspection

At the last inspection the childminder was asked to ensure that records are not completed in pencil to ensure that they remain clear and legible. The childminder has clear organised records for the effective and safe management of the provision, which are completed in ink to ensure that they are and remain legible.

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):

- devise systems to record incidents of physical restraint
- practise fire evacuations regularly with all 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