

Inspection report for early years provision

Unique Reference Number	307230
Inspection date	17 March 2008
Inspector	Susan Janet Lee
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 1989. She lives with her husband and two children aged 14 and 19 in a terraced property in Swinton, Salford.

The lounge and kitchen dining room on the ground floor and the bathroom on the first floor are used for childminding purposes. There is a fully enclosed back garden available for outdoor play.

The childminder is registered to provide care for a maximum of six children at any one time and is currently caring for six children. She is able to take and collect children from the local primary school and is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are able to rest according to their needs. The childminder follows the youngest children's individual daily routines to provide a secure environment. They receive lots of positive physical

contact and interaction during personal care routines such as nappy changing. The children have lots of opportunities to enjoy fresh air and exercise. They walk to and from school in the fresh air each day; play in the garden and visit the park and a soft play centre. All these activities make a positive contribution to the children's good health and physical development. The children have access to a wide range of outdoor play equipment allowing them to learn about their bodies and develop control and coordination.

The children are cared for in well maintained premises. They stay healthy because the childminder actively exercises hygiene practices to minimise the risk of cross infection. The written sick children's policy ensures effective measures are in place when children are ill. The first aid box is well stocked ensuring accidents may be dealt with quickly and effectively.

The children develop an awareness of healthy options and they are well nourished. The childminder provides a well balanced and nutritious menu to aid children's growth and development. Snacks include toast and fresh fruit and meals include a variety of home cooked dishes. Drinks are accessible to the children enabling them to independently quench their thirst. The childminder ensures the younger children have drinks at regular intervals.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a homely environment. The childminder sets resources to look interesting and inviting before the children arrive. The children are able to extend their play in the hall, lounge and dining area. The childminder uses space creatively to accommodate separate active and quieter activities.

There is a good selection of equipment and furniture available allowing babies and older children to play, rest and eat in comfort. The childminder provides a wide range of resources to meet the needs of the children being cared for. She also utilises the library to extend children's play experiences and to promote discussion. Toys are stored at child height in the lounge and dining area. The children are able to freely choose toys; enabling them to initiate their own ideas and extend their play and developing choice and independence. The childminder checks resources on a regular basis to minimise risks to children. All items appear in a safe and clean condition.

The childminder has a good understanding of the importance of safety. She uses safety equipment and conducts a daily safety check; ensuring that the environment in which children are cared for is safe and secure. The childminder has considered an escape plan. However, this has not been practised with the children, so they do not develop an awareness of what to do in the event of an emergency such as a fire. The childminder supervises the children well and they are able to play safely and independently. She uses effective strategies to help children learn about keeping themselves safe.

All required documentation is in place. The childminder has attended child protection training and she has a secure understanding of child protection matters and procedures. As a result, children's welfare is effectively safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

The childminder has attended training regarding the 'Birth to three matters' framework and also the introduction to the 'Early Years Foundation Stage'. She provides a good range of play

activities and experiences to help children develop physically, intellectually, emotionally and socially. The daily routine meets children's needs and promotes their welfare. The children have access to a wide range of resources and they are actively engaged and occupied. They also benefit from activities outside the home as the childminder utilises local amenities such as the park; story time at the library, a soft play centre and parent toddler group. These activities help to widen children's experiences and give them opportunities to socialise with their peers.

The childminder dedicates time playing and supporting the children. She sits at same level as children as they play and is spontaneous to their interests. The childminder knows the children well and meets their needs effectively. She shares warm relationships with the children, who are content, relaxed and secure in her care. The childminder offers lots of positive physical contact by means of hugs and cuddles. The children respond by seeking a cuddle for reassurance when needed.

The childminder interacts with the children at every opportunity to extend their language and to introduce new concepts such as simple number and shape. The children play with building bricks and build towers. The childminder introduces descriptive words such as tall, big and little to describe the towers the children build. The children enjoy playing with a beaded frame and use their fingers to move the beads around the bends and curves. The children make connections as they press buttons and wait for music to play and animals to pop up. They develop hand eye coordination and fine manipulative skills as they complete inset puzzles.

The children enjoy a quiet time with the childminder. They sit together and look at books and talk about the pictures in the story.

Helping children make a positive contribution

The provision is satisfactory.

The childminder acts as a good role model to the children. She is calm and sensitive; uses 'please' and 'thank you' and encourages the children to share and take turns. As a result, the children receive a consistent message and they develop an understanding of what is expected of them. The childminder skilfully manages minor altercations and helps the children to find positive solutions. The children receive lots of praise; helping them to feel valued and to develop confidence and self-esteem. The children develop a good sense of belonging and they move around with ease and confidence. They are able to make decisions as they choose what they would like to play with.

The childminder gathers a wealth of information from parents about their children's individual needs enabling her to be in a position to best meet these needs. The children develop an awareness of their local community through trips out. They have access to a range of resources that reflect diversity; helping them to gain an understanding of the wider world. The childminder demonstrates a positive attitude towards children with learning difficulties and disabilities.

The childminder has written policies and procedures. These are shown and discussed with parents at the introduction meeting; helping to forge good working relationships from an early stage. Recent 'thank you' cards show that parents are happy with the service provided, levels of care and activities afforded.

Organisation

The organisation is good.

The childminder organises space, time and resources well to effectively meet the children's needs. She maintains a children's record of attendance. This is up to date and shows that ratios are maintained to promote children's care.

The childminder is an experienced childcare practitioner who keeps herself up to date with current legislation. She has regard for children's well-being as she attends training to further develop her childcare practices. The childminder has a valid first aid certificate ensuring she has up to date knowledge of what to do in the event of an accident or minor injury.

The childminder has written policies and procedures in place and these work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Documentation is well organised for easy reference and stored securely to maintain confidentiality. However, written parental consent for emergency medical attention is not in place.

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 a recommendation was agreed in relation to exchanging information with parents. The childminder has improved systems for sharing information with parents to keep them informed about their children's activities.

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):

- practise the emergency evacuation procedure with minded children
- request written parental consent for emergency medical attention.

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