

Inspection report for early years provision

Unique Reference Number	311099
Inspection date	24 January 2008
Inspector	Cathleen 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.

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 registered in 1998. She lives with her husband and three children aged 17, 14, and 12 in Golcar, Huddersfield. All of the ground floor of the childminder's house is used for childminding, and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding seven children. Of these, two are over eight. The provision includes before and after school care. The childminder walks to local schools to take and collect children, and attends the local parent and toddler group and playgroup. Transport can also be arranged.

The childminder has provision for children with learning difficulties and disabilities.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well protected from infection and are promptly taken care of if they have an accident or become ill. Medication and accident records are systematically countersigned by

parents to promote children's continuing care. The childminder maintains high standards of hygiene and cleanliness in areas used by children to promote their good health.

Children are beginning to understand simple health and hygiene practices, such as washing their hands after using the toilet and before meals. They are encouraged to blow their noses and dispose of paper tissues hygienically.

The childminder successfully promotes children's awareness of healthy lifestyles. She talks to children in a fun way and explains what is good for them, such as outside physical play. Children enjoy playing outside using ride-on equipment and push-along toys. They also look forward to trips to the local park where they play on the swings and slides. These measures successfully help to develop children's stamina, muscle tone and coordination. Children rest and sleep according to their needs. Arrangements for sleep are agreed in partnership with parents.

Children are well nourished and are learning the importance of eating healthily. This is because the childminder knows that habits learnt in childhood are often taken into adulthood. The childminder positively reinforces this by regularly providing a balanced range of nutritional food and drink. Food preparation procedures are sound.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, safe environment which is routinely risk assessed before they arrive. The childminder has a good understanding of the need for a balance between freedom and safe limits. For example, she successfully promotes personal safety. As a result children have ample choice in where they play because they understand boundaries and limits. For example, they know not to climb on the furniture or play behind closed doors to avoid accidental injury. They are kept safe on outings when they travel in the car. The childminder systematically uses age-appropriate child safety seats and booster seats, clearly complying with current legislation. Road safety is continuously reinforced.

Children play with quality resources and equipment that are of good design and condition. The childminder checks them regularly for repair and replacement. Children have learnt to tidy up to encourage them to take responsibility for their own and others' safety.

All fire safety precautions are in place. For example, smoke detection on each level of the property, no blocked exits and a fire blanket in the kitchen. Children practise the emergency evacuation procedure to encourage them to act responsibly in the event of an emergency. The current public liability insurance certificate is available for parents to view.

Children are professionally safeguarded because the childminder has secure knowledge and understanding of her role in child protection. She knows the procedures to follow should a concern arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter confidently and quickly settle to their self-chosen activity, such as examining and playing with cuddly toys on the floor. They have easy access to a very good range of quality resources which are regularly rotated to provide variety. Resources are used imaginatively to effectively support children's overall care, learning and play. There is continuous provision in

clearly defined areas to support different activities, like play, meals, rest and sleep. The childminder gives high priority to promoting children's social skills, such as good manners and self-help skills at mealtime.

Children find their resources and activities fun, interesting and challenging. This helps them to focus and it enables them to develop good levels of concentration. They are also learning to share, take turns and to be kind to each other during their play.

Children are learning to use all their senses when they examine resources in the treasure baskets, exploring different textures like sponges and wooden pegs. They have lots of opportunity to use their imagination during role play when they dress up as a fairy. They put a bag on their shoulder and take the doll for a ride in the small world buggy. They are developing high levels of confidence and self-esteem when they persist with difficult tasks, like dressing themselves for outside play. They are learning to put their coats and shoes on, and to fasten buttons and Velcro. They are engrossed in their play when they sit quietly to dress and undress dolls.

Children show great interest in what they do when they persist for some time and complete art work. Fine motor skills are effectively developed when children multi task, such as cutting, gluing and sticking to make face masks. They have ample opportunity to develop mathematical thinking when they learn to bake. They have made gingerbread biscuits and decorated buns helping to measure, weigh and mix the ingredients.

Children use the local library to select books and listen to story time. Their talking and listening skills are effectively supported as children have learnt a wide repertoire of songs. They look at picture books with the childminder who reinforces words which are linked to relevant pictures.

A children's favourite is taking the empathy doll home for a sleepover. First they pack its bag and select appropriate clothes according to what they have planned. For example, they pack night wear for bedtime, winter clothes and clothes for best including accessories. A camera is included to encourage children to take photographs of the doll's experiences. There is a poster displayed in the play room showing a range of emotions, such as happy and excited. This helps children to describe how the doll felt during its time away from home.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern. They are fully included and involved. Through various resources and activities children are beginning to understand human differences in the wider community, such as gender, ethnicity, culture and disability. There are sound systems in place to provide for children with learning difficulties and disabilities.

Children are courteous and behave well. Minor differences are effectively managed and older children are encouraged to take responsibility for their own actions. Their good behaviour is consistently encouraged through positive role modelling, meaningful praise and by valuing cooperative behaviour. This helps them develop self-esteem and respect for others.

Children are well looked after according to parents' wishes. Written parental consent is obtained for various childcare practices, like transport and outings. Parents receive a welcome pack when they register their child to inform them about the setting, which includes written policies and procedures. However, the existing complaints procedure has incorrect contact details for the

regulator. The childminder always considers confidentiality and shares relevant information with parents.

Organisation

The organisation is good.

The childminder is a competent and caring childminder. She has developed a very clear sense of purpose and a strong commitment to continual improvement. This is effectively demonstrated through the many in-service training courses she has attended since the last inspection. There are robust vetting procedures in place. Good adult to child ratios positively support children's care, learning and play.

The childminder fully supports children's health, safety and enjoyment by making good use of her time and by organising space and resources effectively. Daily routines are well established and children feel secure in a close knit family environment.

All the required documentation is in place to promote children's care, welfare and learning. Children's records are stored securely and maintained in an orderly way for parents to view. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection two recommendations were raised to improve documentation. The childminder maintains detailed records of fire drills to ensure all children take part. This enhances children's safety at the setting. She also maintains daily diaries for early stage children. This keeps parents informed of their baby's routines, such as feeds, nappy changes and 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):

- update the existing complaints procedure to include the regulator's current contact details.

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