

Inspection report for early years provision

Unique Reference Number	313313
Inspection date	06 March 2008
Inspector	Josie Lever
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 lives with her partner, also a registered childminder, and their two adult children and two year old daughter. They live in the west of Kingston-upon-Hull. The childminder is registered to care for six children under eight years when working alone. She regularly minds with her co-childminder and together they may care for a maximum of six children. Currently they are caring for 10 children between them. The childminder has overall responsibility for childminding practice. Her co-childminder works in a supportive role on a regular basis.

Children use the ground floor of the home and there is a fully enclosed rear garden for outdoor play. The childminder takes and collects children from the local school and attends a number of local playgroups, including a music morning workshop on a weekly basis. The family have two pet dogs and a chinchilla.

The childminder is a member of the National Childminding Association and a member of Childcare Matters (Humber) Limited.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a good understanding about good health and hygiene; for example, they know about washing their hands after they have played outside. They independently wash their hands before eating their banana snack and after attending the toilet. The home is maintained to a good standard of hygiene and cleanliness and the childminder has an effective cleaning procedure in place for toys and equipment, which includes the range of outdoor toys. This ensures they remain clean and suitable for use. Pet management remains effective. Children have their own individual towels in the toilet area for drying hands, which reduces germs spreading. Children's good health is promoted well and this minimises the risk of cross-infection. For example, there is an effective sickness policy in place, shared with parents, that excludes them from attending when they are ill. The childminder holds a valid first aid certificate and is therefore able to deal with any injuries that occur. Parents give their written consent to the childminder for the seeking of emergency medical help, which safeguards children's well-being.

Children learn about the importance of a healthy diet. For example, the childminder talks to them about healthy food and provides a healthy range of drinks and snacks. For example, fresh fruit, toast, crackers, cheese, raw vegetables and salads. Children help themselves to fresh drinking water from the fridge water dispenser. In consultation with parents, children bring packed lunches from home and are encouraged to include some healthy choices. Children develop a good understanding about their own needs and the needs of others. For example, they know about the importance of not sharing their packed lunches with each other in relation to food allergies and intolerances some of them may have. The childminder is extra vigilant at this time and gives good attention to making sure additional hand washing is practised by all children.

Children benefit from good opportunities to exercise. For example, they play outside in the garden regularly, regardless of the weather, wrapping up warm in coats, hats and boots. They benefit from the childminder's positive approach to accessing fresh air daily and have a varied range of toys and equipment to develop their physical skills. They regularly visit the play park to climb and balance on larger play apparatus.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a well-organised, clean home where they can move around freely and safely. The home is made welcoming by an array of children's work and photographs displayed to good effect in all areas. A child-friendly environment is created, which enables children to take the lead. For example, toys and resources are stored within reach for self-selection. Children are able to sleep and rest according to their individual routines, for example, on the sofa or in pushchairs. Children are safeguarded well; for example, all adults in the home have completed appropriate vetting procedures. The childminder has a suitable understanding about the signs and symptoms of harm and local reporting procedures. She shares her policy and procedures with parents in this area.

Children's safety is given good attention in and out of the home. For example, specialist safety surfacing has been installed in the garden area which cushions a child should they trip or fall and reduces the risk of injury significantly. The childminder takes her responsibilities seriously

in this area and has conducted a full risk assessment of her home both indoors and out, which she reviews regularly. Daily checks of equipment and toys ensure they remain safe and suitable. There is a good range of toys and equipment for children's use that is of good quality and robust in design. For example, outdoor all-weather plastic play equipment. Children develop a good understanding about how to keep themselves safe. For example, using the outdoor trampoline one at a time. They wear high visibility jackets when walking outdoors on dark nights and for ease of recognition by the childminder when on social trips to the local play park. Children have opportunities to participate in practise fire evacuation; however, this is not recorded or evaluated.

Helping children achieve well and enjoy what they do

The provision is good.

Children are familiar with the daily routines in the home; consequently, they are happy and settled and enjoy their time spent with the childminder. She is skilled at planning a broad range of stimulating and challenging activities based on children's interests and their stages of development. Many opportunities are provided outside of the home; for example, children visit local places of interest, such as The Deep and the city centre museums. Children regularly attend a music morning session. This is organised weekly by a small group of local carers and the childminder facilitates one session per month herself. Children develop good opportunities to mix socially with other children and form close relationships with their peers. They express themselves creatively, for example, through singing various nursery rhymes and action songs, using puppets as props. They play music instruments, experimenting with sounds. Children respond well to the childminder's enthusiasm and motivation. For example, they enjoy her involvement in role play, creating scenarios and supporting their imagination. They laugh and giggle excitedly, for example, as they sit in a circle and sing 'row your boat'. Children relate well to one another and co-operate together; for example, they take turns on the outdoor trampoline and push their babies in their prams alongside each other.

The childminder and her co-minder are gentle and caring in their approach and talk and listen to the children well. Warm and secure relationships have been built and children are given good support and attention. Consequently, children feel secure and comfortable in the home. The childminder has attended training on the 'Birth to three matters' framework and understands how to meet the play and learning needs of the younger children under three years of age. She records children's achievements in individual files, including written observations and photographs, and identifies the next steps in their learning. The childminder considers the areas of learning when planning for older children and has attended training in the Foundation Stage. She follows a yearly plan of topics, which enhances children's learning in all areas. Children enjoy new experiences and learn new skills, for example, making pancakes, decorating buns or planting seeds and growing plants. They investigate the use of technology, for example, using the computer. They benefit from a range of age-appropriate educational games and small-sized equipment, such as a small-sized computer mouse.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and play a full part in the childminding home because the childminder and her co-childminder value and respect their individuality and the family context for each child. The childminder works very closely and co-operatively with parents, sharing information verbally on a daily basis. At the start of any placement a comprehensive 'All about me' form

gathers essential information on individual children's routines and abilities. This information is used as a starting point to provide activities of interest to children and in order to adapt experiences to ages and stages of development.

The childminder is highly skilled at keeping parents well informed about recent and forthcoming events, for example, through her newsletter. An excellent partnership with parents contributes significantly to children's well-being. They receive an excellent range of written information on the service provided which keeps them fully informed and up to date with all aspects of their child's day. For example, communication books, achievement and progress records and copies of all policies and procedures, which they sign their agreement to. This includes information on the 'Birth to three matters' framework and a useful frequently asked questions document. The childminder additionally communicates by telephone, text message and occasional email. Parents' views are sought with regularity to the service provided and they fully participate. For example, they make suggestions and complete annual questionnaires. This benefits the children greatly as the childminder and her co-childminder review their practice. Written comments by parents left on inspection fully support the ethos of working closely together. They commend the childminder and her co-childminder on the activities provided and express high praise for the nurture of their children.

Children are fully supported in the home, where they are able to take the lead and make choices about their play. They develop a strong sense of belonging. For example, when they arrive, they register their name on a wall chart. They have their own named placemats and colour-coordinated cups and crockery, for their own use. They are confident to express their own view point, either verbal or written, dependent upon their age. For example, older children who are able to write complete a children's questionnaire. This provides them with an excellent opportunity to freely express their opinions about their personal experiences in the home and make further suggestions. Children's self-worth is enhanced in many ways; for example, they are valued and included and fully praised in recognition of their efforts. The childminder knows the children very well. She talks with them about their achievements and these are celebrated with one another. For example, they choose which one they would like to have displayed on the 'Achievement of the week' board. This innovative approach promotes their self-esteem, for example, in recognition of sitting on the potty, trying new food or putting on their shoes by themselves.

Children are very well behaved and play alongside each other harmoniously. The childminder has an effective policy for behaviour management, shared with parents. Children know about the house rules; for example, they tidy up toys in the garden, before coming inside. Children develop a good understanding about the needs of others and resources available support their understanding about other cultures and diversity, including disability. For example, books, jigsaws, role play equipment and clothing. Children learn about different cultures, celebrations and festivals, such as Diwali, Buddhism, Christmas and Easter. They learn about the Chinese dragon boat festival and aspects of Japanese culture. Some children express an interest in signing and are taught basic sign language. Children benefit from the childminder's positive approach and enthusiasm in this area.

Organisation

The organisation is good.

Children benefit from a well-organised home where they can move around freely and safely. Space is used effectively indoors. For example, the playroom is organised to enable children to access resources by themselves, with designated play areas. This promotes children's

independence well. Children play imaginatively and creatively both indoors and out. For example, children enjoy chalking on the large blackboards in the garden and the garden is designed to support children's choices in a safe environment. The childminder works well together with her co-childminder in a consistent way. She demonstrates a positive attitude to keeping up-to-date with good practice; for example, she has attended a good amount of relevant training and development. The childminder has implemented systems to review her practice which remains effective.

The childminder takes overall responsibility for maintaining the documentation and appropriate records. She is enthusiastic and well organised and there is a good range of written policies and procedures in place. These contribute to the effectiveness of the setting and are regularly reviewed. Most required documentation is in place and kept up to date. Although medication is administered in line with parental wishes, the actual dosage given is not recorded for future reference. 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 ensure car insurance included business insurance and parental consents were obtained to take photographs of children. Additionally, she was asked to meet any recommendations made by the Fire Safety Officer and ensure appropriate first aid training was attended.

The childminder has addressed all points well. She now has written consent to take photographs of children from parents and business insurance is provided for transporting children in her car. Children are safeguarded because doors are secured in line with fire safety guidance, for example, without the use of keys. She has attended relevant first aid training, including infants and young children, which increases her knowledge and protects children's welfare in the event of an accident or injury.

Complaints since the last inspection

Since 1 April 2004 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):

- record the actual dosage of medication given to children
- consider recording emergency evacuation to highlight any potential problems when carried out with 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