

Inspection report for early years provision

Unique Reference Number	EY242929
Inspection date	21 January 2008
Inspector	Anne Mort
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 satisfactory. 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 2002. She lives in Atherton with her husband and their two children, one a teenager and one aged seven. The whole of the ground floor, and the first floor bathroom, of the childminder's house is used for childminding. There is a fully enclosed rear garden available for outside play. There are three children on roll. The childminder uses her car to transport children to and from school. Children are taken on outings on a regular basis, these includes visits to parent and toddler groups.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in an environment that is clean and well maintained. They are protected from the risk of infection because the childminder is a good role model to the children on hygiene practice. Children practise good hygiene habits with hand washing a part of the daily routine. Children know to wash their hands after visiting the toilet. They develop self help skills as the childminder makes sure each child has their own towel and the soap is within easy reach.

Children have opportunity to develop their physical ability. There are resources to promote physical development, both in the home and in the rear garden. These enable children to practise small and large muscle control. For instance, indoors, children use glue sticks, scissors and jigsaws. In the rear garden they have the use of a slide, rocker, balls and wheeled toys. In addition to this the childminder takes children on local walks and to activity play venues.

Children's care is documented and the childminder discusses with parents to ensure any health need is fully supported. Children's health is supported by the childminder's knowledge of first aid. She does not hold a current first aid certificate and this fails to meet the National Standards. However, evidence illustrates that the childminder did take steps to secure a first aid course and she has attended the first part of the training. There is an organised system in place to record accidents and the administration of medicine.

Children's dietary needs are discussed with parents. They have the opportunity to note any special requirement. Their wishes are respected and the childminder works in consultation with them. Children begin to understand what constitutes healthy eating. They share in decision making, for instance choose their filling for a sandwich. They are offered healthy snacks, such as fruit and sugar free cordial.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children use the lounge and dining kitchen. They play in comfort and move round the home independently. Their safety is promoted by the physical layout of the rooms. Care is taken to present uncluttered floors and clear walking space near doorways. Children are given choices and share activities with the childminder and she offers a variety of resources. These include number and language games, push button toys, cars, dinosaurs, dolls and soft toys. Children's safety is supported as their play is supervised by the childminder. She monitors the presentation of play materials to make sure they are safe and appropriate for the children's age and stage of development.

Risks to children are minimised as the childminder takes steps to provide for their safety. She has established a written risk assessment of the home and noted steps taken to promote children's safety. She provides, for instance, neat storage of age appropriate toys and equipment and safety equipment in the home, such as a fireguard, smoke alarms and a stair gate. However, items in the rear garden pose a hazard to children.

Children's welfare and safety is supported by the procedures in place and documents held about child protection. The childminder is aware of her role in child protection issues and evidence illustrates that she is booked on a child protection course.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happily settled at the childminder's home and play in tidy rooms. The childminder is aware of and has attended a course on the 'Birth to three matters' framework. She uses this knowledge to plan and extend suitable activities for young children, some of which are recorded. For instance, children have visited a duck pond, then created their own duck using collage materials and feathers.

Children's language skills are significantly enhanced because the childminder uses age appropriate and stimulating language in her conversation with them. Children are quickly becoming independent learners. They have ample opportunity to practise handling skills as they use the resources and discover what they can do with them. The childminder is aware of children's developmental stages and is skilful at promoting children's self-esteem. She thanks them for 'helping' as they happily use scissors to snip at paper whilst she is cutting out a difficult shape for them.

Children engage in challenging activities. They share games with the childminder that have different degrees of difficulty. Children rapidly develop manipulative skills because the childminder makes available suitable resources, such as toys small enough for them to handle, examine and use. They also enjoy playing with jigsaws, crayons, glue sticks and paper where the back has to be peeled away to reveal the sticky side.

Children spend their time purposefully and explore a variety of interesting play materials. Activities are balanced to include active play and time to rest, for instance, when children enjoy books with the childminder. She creates and sustains a very happy atmosphere in which children's learning is enhanced.

Helping children make a positive contribution

The provision is good.

The childminder is committed to the children. All children are welcome in the childminding provision and she treats each child with care and respect. They benefit from a childminder who acknowledges when they are being good. Children develop confidence and positive self-esteem through the care and attention they receive from the childminder.

Children develop their understanding of the wider world in the resources available to them. The childminder has set up a book of interesting pictures of people of different cultural backgrounds, ages, abilities and disabilities. These are discussed with the children whose thoughts and opinions are recorded. In addition to this children are taken out to various venues to extend their knowledge and experience, for instance, play venues, the library and local walks.

Children's behaviour is very good and they say 'please' and 'thank you' spontaneously. This is because the childminder is a good role model and works in an extremely calm and consistent manner. Children freely choose where to play and what to play with. This develops their independence and ability to make decisions and manage their own play. Children are happy to share their play with the childminder who gently guides a set activity, for instance, the making of a tiara.

Children take part in a care routine agreed between the childminder and parents. Parents note on documentation relevant details about their child, to enable the childminder to provide appropriate care. Partnership with parents is well promoted as there are systems in place to keep them informed about their child's day. There is written information about how children spend their time at the childminder's and evidence of their work is filed for parents to see. There are arrangements in place for the exchange of information when a child is brought or collected.

Organisation

The organisation is satisfactory.

Children's welfare is given due consideration by the childminder who has good knowledge with regards to keeping children safe, especially from persons who have not been through a vetting procedure. She is extra vigilant on outings with the children who wear fluorescent over jackets to remain highly visible to the childminder at all times.

Children play in a setting where there is organisation of space and resources. Children access the ground floor level of the home, the first floor bathroom and the rear garden. These areas give space for free movement and exploration, thus, the opportunity to promote children's care, learning and development is supported.

Documentation held is in line with the requirements of the National Standards. Information is clearly written and relates to the planning and delivery of the childminding service. It supports the practice and knowledge of the childminder. 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 continue risk assessment of the premises, consider strategies to present children with positive images of diversity and to research guidelines regarding child protection procedures. On the whole the childminder has addressed these recommendations. Children's safety is supported as the childminder has written risk assessments and checks the safety of her home and car on a daily basis. However, items in the garden pose a risk to children and so a recommendation is left at this inspection. Children's understanding of the wider world is promoted as they have access to toys and pictures depicting diversity and are taken on outings to widen their experiences. Children's welfare is supported as the childminder holds information relating to child protection issues, with arrangements in place to attend a relevant course.

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):

- maintain a current first aid certificate
- ensure that children can play safely outside.

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