

Inspection report for early years provision

Unique Reference Number EY268062
Inspection date 14 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 2004. She lives with her partner and two children aged 10 and five in the Astley area of Tyldesley. The whole of the ground floor of the childminder's house, and a first floor bedroom and the bathroom, is used for childminding. There is a fully enclosed rear garden available for outside play. The family have a cat. There are five children on roll, some of whom attend part-time. The childminder walks to take and collect children from school. The childminder attends the local parent and toddler group. She holds an appropriate early years qualification.

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 wash their hands after visiting the toilet and develop self help skills as the childminder ensures soap and towels are always available.

Children have opportunities to develop their physical skills. 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 practise handling skills as they play with small, easy to handle toys. Outside, they learn how to control their bodies using equipment, such as bikes and balls. Children's physical development is also provided for as they are taken swimming.

Children's care is documented and the childminder discusses with parents to ensure any health need is fully supported. Children's health is further supported by the childminder's knowledge of first aid and she holds a current first aid certificate. There is a system in place to record accidents and medicine administration. However, in the case of medicines records do not always show the date the medicine was given.

Children's needs for a diet that promotes physical growth and good health are supported. 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 understand what constitutes healthy eating as the childminder talks to them about what is good food. They are offered and enjoy a snack of malt loaf and sugar free cordial.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are comfortable in the childminder's home. Their safety is supported by the physical lay out of the rooms. In the dining room an easel is provided and the room is used as a play room for table top activities. The lounge is used for floor play and relaxation.

Children select activities from a variety of toys and books that are stored within easy reach. The childminder rotates these to give children different activities and promote their interest. She offers varying levels of support to encourage safe exploration of the rooms and resources. Children's safety is given due consideration because of the childminder's daily practise in checking that the premises are safe and suitable before children arrive.

She is safety conscious and ensures, for instance, that smoke alarms and electric socket covers are in place and that cleaning materials and medicines are stored out of children's reach. Children become aware of fire safety in the books available to them and are aware of and practise the fire evacuation procedure. The childminder plans outings carefully ensuring they are suitable for the age range of children attending her provision.

Children's welfare is safeguarded as the childminder has knowledge of child protection issues. There is written guidance in place and the childminder has a child protection policy which is shared with parents.

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. Their emotional security is firmly established because the childminder values their presence in her home and treats them with care and respect. She consistently reassures them and engages in their activities. She sits at their level, sustains frequent eye to eye contact with them and offers and accepts close physical contact and cuddles.

Children relate well to the childminder who has a wonderful manner and initiates much fun in her interaction with them. They rapidly develop hand to eye coordination as they handle small toys and engage in jigsaw play where the jigsaws range from very easy to more difficult ones, thus, promoting children's self esteem when a complex jigsaw is completed.

Children's language skills are promoted because the childminder uses age appropriate and stimulating language in her conversation with them. She is aware of children's developmental stages. She actively encourages children to talk out loud, explain their thoughts and make decisions. The childminder uses resources and visits outside of the home are extremely effectively to extend children's experiences and promote their learning. For instance, children paint either at the table or at an easel. Their interest level and developing ability to use paintbrushes has been promoted in the use of fabric paint. Children talk about the time when they brought in a tee shirt and created their own design. Children are taken on visits to the library where they can select books for the childminding provision and to take home. They visit play groups and activity play venues where they learn to socialise and share resources with children of a similar age.

Children are fast becoming independent learners and develop manipulative skills as they handle the resources and discover what they can do with them. They use play dough and the childminder is extremely skilful in the sharing of this activity to promote children's knowledge of mathematical and letter shapes. Children rapidly develop their understanding and announce the names of the shapes they have made and match a letter sound to a word. Their memory recall is well established and the making of a crocodile results in impromptu singing where they remember the words and actions of a crocodile song.

Children quickly develop a sense of themselves and of time passing because the childminder is skilful at bringing teaching and learning into ordinary play. For instance, when using play dough children use additional plastic pieces to create a person shape, looking at themselves and comparing and deciding where parts should be fitted into the play dough. Children point to each body part and relate the information to their own body. Discussion follows about size and growing, with conversation about events in the future, for instance, birthdays and going to school.

The childminder creates and sustains a very happy atmosphere in which children's learning is very well promoted.

Helping children make a positive contribution

The provision is satisfactory.

The childminder treats children with care and respect and they benefit from a childminder who knows them well. She recognises and acknowledges when children are being good. Children receive one to one care and attention from the childminder. This develops their confidence and self-esteem. All children are welcome in the childminding provision and the childminder seeks additional information where a child has a specific need.

Children develop their understanding of the wider world in the use of resources and are taken out on visits. Children's behaviour is good because the childminder works in a calm and consistent manner.

Partnership with parents is supported. The childminder produces written information about her childminding service and displays relevant certificates. Parents give written information

about their child to enable the childminder to provide appropriate care and contractual agreements are in place. There are arrangements in place for the exchange of information when children are collected.

Organisation

The organisation is inadequate.

Children's welfare is given due consideration by the childminder who has a 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.

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

Children's care is supported by the childminder's organisation. Documentation that is held is in line with the requirements of the National Standards. Information relates to the planning and delivery of the childminder's service. There is a breach of regulations as the childminder did not inform Ofsted that a conservatory has been added to the premises and children go in it. In addition to this parents do not give prior written permission before medicine is administered. Overall, the provision does not meet 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 undertake risk assessments within the home and to include the hours of a child's daily attendance in the register. These have been addressed. Children's safety is supported as the childminder checks her home on a daily basis to ensure it is safe for children's use and children's daily attendance is documented.

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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to obtain written parental permission before medicine is administered to children.
- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of any significant change to the premises.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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