

Inspection report for early years provision

Unique Reference Number	301297
Inspection date	24 October 2007
Inspector	Susan Magaret Lyon

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 to care for six children. She lives with her husband and two adult children in a semi-detached house in Oldham. The rooms and areas of the house used for childminding are kitchen, dining room, lounge, downstairs bathroom and back garden. There are no pets in the household. The childminder provides an out of school service from local primary schools. There are currently five children on roll.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy through good hygiene routines, such as hand washing after toileting and photographs and signs displayed help children to remember to do this. Children are cared for in a clean and hygienic environment. Children are protected from infection as an exclusion policy is in place which is explained to new parents. A thorough nappy changing routine and the use of tissues and paper towels helps prevent the spread of infection. Children's good health is enhanced through the childminder giving priority to playing outdoors and experiencing different types of weather. For example, appropriate clothing and footwear is provided so

children can enjoy splashing in puddles. They keep fit and active using a range of equipment in the garden, such as bats, balls and skipping ropes. Additionally, regular local nature walks and visit to parks promote children's physical development. Strong emphasis is placed on teaching children about healthy practices in numerous ways. For example, they cut out pictures of healthy foods and make placemats using paper plates, they colour drawings of '5 a day' and print pictures using fruit and vegetables. Children's awareness of healthy practices is increased through teeth brushing after meals using 'the brush bus' to identify their own brush and the toy crocodile to make it fun. Children rest or sleep according to their needs improving their health and well-being.

Children are nourished through healthy food, such as bread sticks, fruit and carrot sticks. Their health and dietary needs are met through appropriate discussions with parents and the recording of allergies and intolerances. Drinks are provided throughout the day promoting children's good health. They learn about healthy eating from discussions and activities about food that are good for them, such as when making fruit kebabs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Space and resources are well organised to allow children to move around freely and safely. The play areas are bright, welcoming and child-centred using an abundance of colourful posters and pictures to create an inviting and appealing environment for children. Children use suitable toys and equipment due to satisfactory routines for keeping them clean and safe. Children are cared for in safe and secure environment through the childminder taking several precautions to minimise hazards. For example, socket covers and drawer locks are in place. The childminder is fully committed to keeping children safe on outings as she uses double buggies, straps and reins where appropriate. Emphasis is placed on teaching children how to keep themselves safe by using books and stories about road safety, role play using crossings and work sheets completed by children regarding home safety.

Children's safety needs are met whilst on the premises due to the childminder's positive attitude to fire prevention. They develop a clear understanding of fire precautions through being made aware of and practising the emergency escape plan. A high level of supervision is maintained to keep children safe and well cared for, although the absence of a secured garden gate may put children at risk. Children are protected because the childminder has a clear understanding of her role in child protection and appropriate procedures to follow if needed.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop confidence and self-esteem through the childminder giving them lots of praise for effort and achievement. Children confidently explore a range of age-appropriate and interesting activities. For example, they enjoy looking for the animals in shredded paper and finding teddy in the peek-a boo box. Lots of visual displays both inside and out create a rich and stimulating environment for children. A wide range of activities inspires them to learn. For example, in the garden they talk through a hosepipe, count coloured balls hung on the fence, watch the CD mobiles catch the light and sun and collect and measure rainwater. Furthermore, children develop an interest in the world by growing and planting sun flowers, green beans and peas. Children acquire new knowledge and skills through the childminder skilfully asking

them questions. For example, when out and about they identify house numbers and look at the letters on signs.

Children are given time and support to practise skills, such as walking. Children are encouraged to make positive relationships through group activities, such as baking where they take turns and share. Children are freely able to make choices in their play and pursue their interest, such as selecting a favourite toy. Well organised resources help children to become independent learners as they access toys and equipment from low level cupboards as they need. Children are happy and settled and enjoy their time at the setting. They show keen interest in the environment as they examine objects and show fascination for mirrors. The childminder helps children to learn through tracking their progress and achievements through monthly observations regarding what they can do. Different textures and natural materials are plentiful and contribute greatly to promoting children's sensory development. For example, they experience the feel of grass, sand and feathers, and examine sponges, brushes and wooden blocks. Through a good range of art and craft materials children develop their imagination and creativity, thus promoting their sense of achievement and enjoyment. For example, they make masks, ice drop pictures using white paint and glitter, shape and colour caterpillars and hedgehogs using wooden sticks.

Helping children make a positive contribution

The provision is good.

Children feel a great sense of belonging through a trusting and secure relationship with the childminder and having their own coat hooks with their names displayed. Children are valued and made to feel important as they are fully involved in decision making regarding outings and activities. Weekly planners showing their choices are displayed using written text and pictures for all children to enjoy. Children become aware of the wider world through a very good range of resources, such as ethnic dolls, a toy wheelchair, jigsaws showing disability and culture and a welcome poster in different languages. Children become aware of the needs of others from discussions about being sensitive around the babies.

The childminder ensures all children are fully involved in the life of the setting through changing or adapting the way play is provided to suit all level's of ability. Strong emphasis is placed on reinforcing positive behaviour through rewards, such as giving out certificates and stickers for effort and achievement. Children's involvement in setting ground rules help them understand clear boundaries and responsible behaviour. Children are cared for by a childminder who works with parents to meet their individual needs. For example, through obtaining signed consent forms. Their care is enhanced through the daily exchange of information using diaries regarding their progress and welfare.

Organisation

The organisation is good.

Children are safe and protected as the childminder fully understands the need for vetting of household members. She maintains adequate ratios, thus improving the safety of the children. She is fully committed to providing a high standard of care for children. The childminder organises her time, space and resources well to meet children's needs. For example, during the holidays children are taken to museums and farms. They benefit from visits to facilities in the local community, such as the library, nature walks and parks. Children's care and well-being is enhanced through the childminder's commitment to broadening her knowledge and skills through further training. For example, she has attended child protection, healthy eating and

'Birth to three matters' framework training. All required documentation is in place and up to date. A comprehensive range of detailed policies are shared with parents and children's records are kept confidential. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the childminder was asked to develop the existing complaints procedure and include the procedure to follow if an allegation of abuse is made. This information is now included in the complaints procedure which is made available to parents. This improvement further enhances the care and safety of children attending the setting.

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

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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):

- ensure the back garden is secure so children cannot leave unsupervised

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