



Inspection report for early years provision

Unique Reference Number	500255
Inspection date	23 November 2005
Inspector	Mary Kilroy
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 1993. She lives with her husband and adult daughter and son in Manchester. She works with her daughter who is also a registered childminder.

One sitting room, a play room, conservatory, kitchen and bathroom facilities on the ground floor are used for childminding and there is a fully enclosed garden available for outside play. A large garden shed has been adapted to provide a "rumpus" room giving children additional play space in which to enjoy a small ball pool, imaginative and construction play.

The childminder is registered to care for a maximum of 6 children at any one time and is currently minding 7 children under 5, all part time and 2 children over 8. The childminder walks to local schools to take and collect children. She attends local carer and toddler groups. The family have a cat.

The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The childminder uses Birth to three matters to plan a wealth of experiences for children and they benefit in all areas of the provision. They have frequent walks around the local area, parks and meadows to have fresh air and exercise. The childminder talks to the children constantly, giving effective simple explanations and information at an appropriate level throughout the daily routine. They have excellent access to a well planned and equipped outdoor play area which includes a "rumpus" room which children can use in all weathers to promote their physical development. Children enjoy outdoor exercise. They watch the police horses exercising and constantly discuss having energy at appropriate times such as when going up the hill outside the house.

Children remain healthy as the childminder has consistently high standards of cleanliness and children are learning about good hygiene routines from helping to tidy up, clean and set tables and assisting with small tasks around the home. They see clean food preparation areas and know that dropped food needs to be thrown away and that cutlery dropped on the floor must be washed before using. Through gentle reminders, very young children put their hands over their mouth when coughing and dispose of tissues straight away before washing their hands. The childminders both start at 6 a.m. to prepare a clean child-centred environment and to enable all their time to be spent with the children. Children are learning about preventing the spread of infection by having their own toothbrush and individual towels. They know that germs may make you poorly. Children are encouraged to wash their hands as the childminder provides ultra-soft disposable paper towels and attractive liquid soaps that the children enjoy using. She has robust policies and procedures to keep children healthy and prevent the spread of infection. Parents are quickly provided with information about infectious diseases that are present in school or the minding environment. Parents are also proactive in informing the childminder when their child is ill. Should a child show symptoms of infection whilst at the childminder's they are isolated in a separate room, cared for by the other childminder. There are firm rules around the exclusion of children with sickness and diarrhoea but flexibility with coughs, colds and minor ailments. Good ratios and two childminders present ensures that all children receive high quality care when one is poorly. Children who are fit can access local groups whilst those who are poorly receive lots of care, rest and fluids.

The main part of the midday meal is prepared the night before to save time. However, vegetables are freshly cooked to keep maximum colour, texture and

vitamins. Organic produce is provided wherever possible, honey is used as a sweetener and low salt, sugar and additive-free food provided. Children are encouraged to try new tastes and textures. One child is vegetarian and the other children try his food and Caribbean and Chinese recipes are cooked by the childminder. The childminder provides a rich, varied and imaginative selection of healthy meals and snacks agreed with parents. She is eager to try out new and inventive recipes adapted to suit the tastes of children and their individual dietary requirements. Parents are informed if there is a party planned and food to be provided is discussed with all parents. Fresh drinking water is regularly offered to children who are too young to ask and can be independently accessed by older children. Children are able to choose and handle fruit and vegetables in local shops. They enjoy tasting and discussing healthy fruits and vegetables. Children drink only milk or water and the childminder provides a wide selection of feeder cups to suit all children's needs. Drinks and fruit are taken to school and snacks are ready when children arrive home. The childminder has an excellent understanding of individual needs, likes and dislikes. Under-twos individual requirements for rest and feeding are well planned and met using the two childminders.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a relaxed, warm and comfortable home where safety is an utmost priority. Children self-select toys and equipment freely and confidently from a wide range that meets all individual and developmental needs. The available space is well planned. The childminder recognises when younger children are displaying signs of needing a sleep or feeding and her skilful intervention ensures that children can play safely and happily. Meals are cooked the evening before to ensure that the oven is not in use when children are present. Drinks for adults are served warm and safely sited out of the reach of children. Daily risk assessments are made of the premises and equipment before children arrive. Toys and equipment are age appropriate and purchased to meet recognised safety standards. Toys are checked for safety when putting out and away and are washed in the dishwasher every Friday and as necessary. Older children gain independence by accessing drinks and bathroom facilities as they wish and in safe surroundings. They are aware of the needs of younger children and are learning to shut safety gates and not to drop small items near babies. Children have excellent sensory experiences from using and playing with natural materials and treasure baskets.

Children remain safe as the childminder has a high level of awareness of safety issues inside and out of the home. On walks to school safety is discussed with children at an age appropriate level. Older ones know the green cross code and younger ones understand why they must remain in the buggy, hold hands or hold the buggy. They are beginning to understand about safe places to cross. They know never to cross on red, even if there is no traffic in sight. They wait for a command from the childminder or lollypop person before crossing. Every aspect of safety in the area is discussed with children. These include unsafe parking at the school gates and dangers of parked cars, to stranger danger and men working on a nearby house who are not wearing safety helmets. Children are helped and encouraged to keep

themselves safe in every way. Children's emergency contact details are carried by the childminder who is out and the one remaining at home has these to hand also. They always carry a mobile phone when out and link with other local childminders for safety purposes. The outside play area is planned for safety to a high standard.

The childminder has a clear and secure understanding of the area child protection procedures and current information. She ensures that parents are aware of her responsibility to pass on concerns and are aware of theirs to inform her should a child sustain an injury at home. She uses "What to do if you are worried that a child is being abused" (summary) and the latest flow chart to ensure that her policies and procedures meet current requirements. She has an excellent understanding of the signs and symptoms of non-accidental injury. She records accidents and incidents.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from a wide range of opportunities to learn inside and out of the home whatever the weather. There are lots of opportunities in the local environment, in parks and on the meadows, on the walks to school and at local toddler groups. They access a superb range of age and developmentally appropriate toys, books and equipment and children are stimulated and play happily. Children benefit from lots of individual attention and have opportunities to make marks, learn colours and early numbers and shapes during play activities and songs. Children play together well. They have lots of close contact and cuddles and all their personal and individual needs are well met. The childminder is interested in what children say and do. She has good interaction with children, introducing new words and always responding positively to them. Children are starting to take turns to listen and respond. They have lots of opportunities to be imaginative and the childminder builds on their changing interests. Children are confident that they will be listened to and are secure in expressing their needs. The childminder is skilled at intervening and introducing new activities when very young children are becoming restless.

The childminders ensure that under-twos individual needs for rest and sleeping are met. They plan well around these and with two minders can take advantage of naturally occurring events such as snow even if children are sleeping or unwell. They have a good balance of new ideas and experience and children choose different minders to meet different needs, such as the younger for fun or boisterous activities, but usually the older when unwell. They enjoy bouncing ideas off one another, do not always agree but find that discussion usually resolves what is practical and possible. Children who have no grandparents enjoy a close relationship with an older person who is warm and comforting.

Helping children make a positive contribution

The provision is good.

Children are learning to value differences through activities provided. One child needs special hair-care and this introduces discussion about textures of hair and skin

tones. The childminder provides books, toys and equipment that provide positive images of areas of equal opportunities and reflect the surrounding area. Children are learning self-care skills and are making choices. They are encouraged and helped to be independent at an appropriate level.

Children are encouraged and invited to join in all activities regardless of gender or ability. The childminder ensures that children progress by careful monitoring and recording. She has introduced a "Goals and Achievement" book to monitor progress. Easy goals are planned with parents such as potty training, walking on reins and lots of work on fostering children's imagination. All recording is positive and shared with parents at every stage. The childminder demonstrates good understanding of children's development and would be sympathetic and proactive should she be the first to notice a concern.

Children's behaviour is good. The childminder uses age appropriate positive methods of managing behaviour, agreed with parents. Both childminders are positive role models for behaviour and are consistent in their approach and expectations of the children.

The childminder uses local facilities and shops in the area that the children live and will grow up in. She attends appropriate events at the local school where children's siblings attend and where they will go, such as Harvest Festival and the Nativity play. Assemblies are used if appropriate with older ones and they have learned from those about bullying and name-calling. Children enjoy collecting natural materials and feeding squirrels. They learn first hand about caring for pets and use reference books about leaves and trees to extend their knowledge. They know about people in the area who help us, such as mounted and local police, the postman, dustbin men and crossing patrol. All local issues are discussed with children at an appropriate level. They see recycling skips and help to sweep and collect leaves for the green bin.

The childminder has a sound settling-in policy which is tailored to each child's individual needs. There are lots of visits and the childminder gets to know parents and children well. She gathers as much information as possible about individual needs and home background to ensure consistency of care. She exchanges daily verbal information and provides regular written information using the goals and achievements record agreed with parents. They can see their own child's records or documentation about the provision at any time. Parents may ring at any time and the childminder rings in the evening or texts if she needs to discuss confidential issues. Parent's agreement is always sought before starting potty training and the childminder has built solid relationships with parents. They inform her of problems or issues at home that may affect progress. The childminder wishes to further develop her knowledge and understanding of cultural diets to offer an even better selection of foods for children to try and this is her area for improvement.

Organisation

The organisation is outstanding.

The childminder is skilled at organising her routine. Children benefit through the childminder's consistently high standard of record keeping and sharing progress and

information with parents. Written records are current and kept to a high standard. The available space is extremely well planned and children access toys and equipment confidently. Children have opportunities for large scale activities whatever the weather using the "rumpus" room outside when wet and a nearby soft play area or parks if cold. The two minders are well organised and working together can ensure that the needs of all children are met well. High ratios of adults provides children with lots of individual attention and they make very rapid progress. Children are relaxed and secure in the setting. They are involved and interested and concentrate on play activities for a long period of time. They are involved in daily activities where possible and enjoy sorting pegs and pouring pasta into containers, which creates a homely atmosphere. The childminder starts work early to ensure that activities are ready for children and the premises are warm and welcoming. She uses Birth to three matters extremely well to enhance opportunities for children in all areas.

The childminder has completed a relevant first aid course and has a current certificate. All persons over 16 on the premises are cleared as suitable. She accesses relevant training and liaises with other local childminders to pass on current information. She is aware of recent changes to requirements and has a robust system of recording complaints.

Overall, the provision meets the needs of all children who attend.

Improvements since the last inspection

At the last inspection, the childminder was asked to develop a practice of recording activities undertaken. She has introduced a "Goals and Achievement " book which is completed and shared with parents. Play is planned to a high standard using Birth to three matters to enhance children's care in all areas. She was asked to make the hall carpet and garden safe and these have been done, increasing the safety of children.

Complaints since the last inspection

There are no complaints to report.

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.
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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):

- further enhance and increase knowledge and understanding of cultural diets to provide children with opportunities to sample new foods

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk