

Inspection report for early years provision

Unique Reference Number	505195
Inspection date	16 July 2008
Inspector	Lynn Masterman

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 registered in 1987. She lives with her son aged 14 years in a small village near Scunthorpe. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed garden for outdoor play. The family has a dog.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding one child under the age of eight years who attends on a part time basis. The childminder walks to local schools and parks.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are well rested as the childminder provides a comfortable place for children to sleep and rest in line with their individual routines. These are discussed and agreed with parents. Children have access to a suitable range of physical activities, which support the development of their physical skills and the opportunity to practise new skills. For example, children enjoy running and kicking footballs. They regularly play in the garden, go for walks and visit local

parks. Young children enjoy action songs and rhymes, which helps them to learn how to move their bodies in different ways, such as jumping up and down. This helps to promote a healthy lifestyle and makes exercise fun.

Children are cared for in a clean and welcoming environment. They are beginning to learn about appropriate hygiene practice through daily routines, such as washing their hands after visiting the toilet and before eating their lunch. The childminder implements an appropriate exclusion policy for sick children. Signs and symptoms are promptly recognised and parents are informed. This ensures the risk of infection to other children is minimal. Appropriate systems are in place for administration of medication and the recording of accidents. Therefore, children's health is appropriately protected.

The childminder offers a flexible arrangement regarding meals and some parents supply children's food. She offers healthy snacks such as apples, pears, and bananas. She has sound knowledge of the children's individual dietary requirements and works in partnership with parents. The childminder ensures children are able to access drinks independently throughout the day. This helps to promote children's well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are beginning to understand the rules and everyday practices that keep them safe. They are cared for in a safe and secure home environment. Appropriate steps are taken to promote children's safety and prevent accidents, such as the use of safety gates, which prevent children accessing the stairs and harmful cleaning materials are stored out of children's reach. There is a suitable fire evacuation procedure, which is routinely practised with the children. The childminder makes good use of opportunities to promote children's awareness of potential danger through play. For example she gently reminds the children when they play with the cooker in the dolls house to be careful as the cooker may get be hot. Appropriate use is made of opportunities to develop children's awareness of road safety when walking to school and on outings. They use the pelican crossings when possible and the childminder reminds the children they can only cross the road when the green man appears.

Children have access to a good range of play resources and equipment, which are easily accessible, well maintained and meet the required safety standards. Resources are checked on a regular basis to ensure they are safe and do not pose risk to children. They are stored at child height, which promotes their independence, confidence and the opportunity to make informed choices about their play.

Children are appropriately safeguarded due to the childminder's sound knowledge of the signs and symptoms of abuse. She has a clear understanding of the procedures to be followed should she be concerned about a child's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are at ease with the childminder. She has a warm, caring approach and provides children with reassurance through hugs and facial expression. Children love to choose a book and welcome the comfort of sitting closely with the childminder as they eagerly climb on her lap. The childminder uses appropriate questions to initiate conversation and extend their learning. For example, children confidently lift the flaps in the book to find familiar figures, such as the

post person. The childminder asks questions, such as 'Do you know what the post person bring to your house'? She talks to the children about how the post person brings the letters to their house. This helps children to become skilful communicators and to make links with home.

Children have access to a well-balanced range of activities. The childminder recognises that very young children have a limited concentration span and is skilful in her ability to respond effectively to children's interest. For example, children play with the dolls house. They investigate how the doors of the house open and close. The childminder asks the children 'Shall we open the door and put the people inside and close the door?' The children reply 'It is stuck'. They quickly move their interest to a range of coloured bricks. The childminder asks the children 'Shall we build'? This ensures children are fully supported in their play.

The childminder has a good understanding of the needs of young children. The childminder looks at ways of providing play opportunities to build on children's existing skills and develop new ones. However, the opportunity for children to develop their sensory and exploration skills through everyday objects is not fully explored. She is beginning makes good use of daily observations and photographic evidence to show parents how the children are progressing in their learning.

Helping children make a positive contribution

The provision is good.

The childminder provides a calm environment where children are happy and settled. They are very familiar with daily routines and have formed good relationships with the childminder and her family. This results in children being independent and feeling safe and secure. Children are treated with equal concern. The childminder knows the children extremely well and spends her time talking and listening to them. She gathers information about the children through observation and works effectively with parents to ensure children's individual needs are successfully met. For example, the childminder knows some young children might be distressed when unknown adults are present. They are given lots of reassurance. This helps children to feel confident in a fearful situation.

Children are treated with equal care and concern. The childminder actively supports a totally inclusive environment for all children. However, her knowledge and understanding of providing care for children with learning difficulties and disabilities is limited. Play is delivered in a non-stereotypical way and children are encouraged to develop a sense of equality from an early age. They learn about similarities and differences through play and discussion with the childminder. This is further enhanced as the childminder makes good use of local community resources, such as the childminder's toy library. For example, children play with the dolls house and a variety of play figures which reflect the local community. They show an interest in the figures with a disability. The childminder talks to the children about how some people may not be able to walk and need a walking stick or use a wheelchair to help them move around.

Children are well behaved. The childminder creates a positive and encouraging atmosphere where good behaviour is acknowledged and positively praised. They are offered reason and explanation with the use of distraction and alternatives. Young children are helped to understand expectations of their behaviour by the use of eye contact and facial expressions. They are encouraged to share, take turns and be kind towards each other. This helps children learn right from wrong in a caring environment.

The childminder has developed a successful relationship with parents. For example, should a parent be unable to chat the childminder will make arrangements to contact parents at a more convenient time to share information. The use of daily diaries ensures parents receive verbal and written information about their child's care and achievements. This ensures parents are kept fully informed and children's well-being is successfully promoted.

Organisation

The organisation is satisfactory.

Children are comfortable and settled within the childminder's home, which means they move around with confidence and are able to explore the environment safely. The home provides a secure base for children, which enables them to make informed choices about their play and express their individual needs. Child ratios are maintained to ensure children receive appropriate levels of care and attention.

All statutory documentation meets the requirements of the National Standards and is stored securely to maintain confidentiality. However, the childminder has not complied with the regulation to inform Ofsted of any significant events, namely the change of address. This compromises the management of the provision. There is a satisfactory range of policies and procedures, which are shared with parents. 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 given one action and several recommendations. These related to: documentation regarding the administration and recording of medication administered to children and access to pets; planning a range of activities and play opportunities for children's overall development; improving knowledge and understanding of equality of opportunity and anti-discriminatory practice; and child protection issues.

Since the last inspection the childminder has requested written permission from parents to administer medication to children and to have access to pets. An appropriate recording system for the administration of medication is in place. The childminder provides a well-balanced range of activities, which are age appropriate and promote children's overall development. She has improved her knowledge and understanding of equality of opportunity and anti-discriminatory practice and this is reflected through her daily practice and a satisfactory range of play resources. She has attended a relevant child protection and has a copy of the safeguarding procedures. These improvements ensure the safety and well-being of all children.

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):

- develop further opportunities for children to develop their sensory skills through everyday objects
- further develop knowledge and understanding of providing care for children with learning difficulties and disabilities
- inform Ofsted of any significant events.

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