

Inspection report for early years provision

Unique Reference Number	EY344617
Inspection date	12 June 2008
Inspector	Susan Elaine Heap
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 November 2006. She lives with her husband and children aged five and two years in the Belfield area of Rochdale. The whole ground floor of the childminder's house and the children's bedrooms are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding two children under five years. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group and library. The family has a rabbit.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and tidy home where the childminder promotes good hygiene practices by having regular routines for cleaning the home and equipment. They learn about

the importance of good hygiene and personal care through the daily routines. For example, tissues are ready to hand for them to wipe their noses.

Children receive a healthy, balanced and nutritious diet each day which includes fresh fruit and vegetables and receive clear messages about the benefits of a healthy diet. Younger children happily eat fresh cherries and bread sticks at snack time while older children plant and grow their own broad beans in the garden, or make fresh fruit salads and their own sandwiches from a selection of healthy options. Their individual dietary needs are met well because the childminder works effectively with parents and information is shared daily both verbally and in writing. Younger children are beginning to understand their own needs as they independently access their own cup of water when they are thirsty.

Children have regular opportunities to engage in physical activity which promotes their good health and physical development. Each day they have access to indoor or outdoor activities which help them to develop the control of their bodies, such as playing on the swing, trampoline or slide in the garden, walking to and from school or trips to the local wood, or joining in music and movement sessions in the home.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, friendly, homely environment where effective steps have been taken to provide a safe environment for children to play. For example, all safety equipment is in place, such as safety gates and a fireguard. Comprehensive written risk assessments are completed every other month and any issues are noted, such as the next date for a fire drill when new children start for summer holiday care. This ensures children's safety and helps to develop their understanding of what to do in an emergency.

Children are well protected because the childminder has a good understanding of her role in child protection. Information is shared with and available for parents on this during gradual admission and all the details and relevant contact numbers for the Local Safeguarding Children Board are in place. She has a written child protection and safeguarding statement. However, this does not include the procedures to follow if an allegation is made against a member of her household.

Children are provided with a good range of educational toys and equipment which are of good quality, developmentally appropriate and meet safety standards. These are attractively set out which helps create a welcoming and inviting environment for children when they arrive. For example, at floor level or in large wicker baskets. However, there are limited resources which show positive images of different race, culture, gender and disability. Children effectively learn to stay safe through their activities, such as chalking road ways on the patio and discussing what they would do in different situations, or their discussions with the childminder on their way to and from school. The childminder has devised clear written procedures for emergencies and has two designated people to look after her own children should the need arise. These people have also been introduced to parents which ensures that they understand what will happen.

Helping children achieve well and enjoy what they do

The provision is good.

Children are involved in a broad range of age-appropriate activities and experiences that promote their learning and enjoyment. For example, creative activities, games, small world figures, making models out of papier mâché or boxes, and planting and growing seeds in the garden. Older children are offered choices and are involved in the planning of activities and how they will spend their free time. For example, the childminder has compiled an activity resource book which shows photographs of children's play and each page shows an activity and the resources required to complete it. This is beneficial for all the children, particularly those who attend in the school holidays only, as they use this as a reminder of the activities on offer, such as junk modelling, making stained glass windows, texture rubbing and making an everlasting aquarium.

They are happy and well settled and have formed good relationships with the childminder and her family. For example, a young child beams in recognition as they are warmly greeted by the childminder's own child and hugs them. Children follow their own interests as they move from one activity to another and are well supported by the childminder. For example, she extends their learning through introducing new words as they play with the treasure baskets, such as 'shiny' and 'rustle'.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed and fully included in the life of the setting. The childminder is proactive and continually looks for ways to develop her service and promote equal chances for all children. For example, her husband has built a sunken sandpit into the patio. This means that children of all ages and abilities can actively play in the sand. Children's creative work is valued and their self-esteem is promoted as their work is proudly displayed, such as their models and paintings. The childminder takes particular interest in knowing children's likes and dislikes and incorporating these into the weekly activities. For example, one child enjoys creative activities while another enjoys exploring the natural world.

Children are developing an understanding of the local and wider community through the good quality of their activities and experiences. They enjoy visits to the local country park and take part in bug hunts or make lists of the animals and birds they have seen, while younger children have opportunities to visit adult and toddler groups. Children behave well and develop a good sense of right and wrong as the childminder is consistent and fair in her handling of children's behaviour and acts as a positive role model. Older children play an active part in the setting by drawing up ground rules and refer to them in their play.

The childminder works successfully in partnership with parents to meet the needs of each child. Information is gathered about each child's needs and routines prior to the start of the placement and information is shared daily, both verbally and in writing. This ensures consistency of care and that parents are fully aware of their child's activities and progress.

Organisation

The organisation is good.

The childminder shows a strong commitment to training and developing her practice and service to children and their families. As a result, children benefit from her continual development.

She has attended several training courses since registration and is currently half way through completing her National Vocational Qualification level 3 in Childcare and Education.

All the documentation required by the National Standards is in place and organised effectively and confidentially. In addition, the childminder has written her own extensive policies and procedures which are of a good standard and effectively promote children's good health, safety, enjoyment and achievement and ability to make a positive contribution. These are reviewed annually or when the childminder has attended training. For example, she reviewed her menus following a healthy eating course.

Space and time are organised effectively which ensure the childminder is able to provide good levels of care and supervision. Children particularly benefit from being able to spend time with her on a one-to-one basis which means that children are confident and secure in their surroundings. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration 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 good. 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):

- continue to extend and develop a range of resources which portray positive images of all aspects of diversity
- extend the safeguarding statement to include the procedures to follow if an allegation is made against a member of the household.

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