

Inspection report for early years provision

Unique Reference Number	EY348341
Inspection date	31 July 2008
Inspector	Michele Anne Villiers
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 2007. She lives with her partner and daughter in a suburb of Liverpool. The ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children under five. The childminder walks or transports children in a vehicle to local schools and places of interest. She attends the local toddler group with children. The family has a dog and a cat.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The childminder takes positive steps to help prevent the spread of infection and promote the children's health. Her home is well maintained, clean and very welcoming for children. Children learn about personal hygiene through routines, such as regular hand washing, with gentle reminders about cleanliness. Children may provide their own toothbrush in order to clean their

teeth after meals. Written documentation is in place for the recording of accidents and medication, plus a sickness and exclusion policy to share with parents.

Children benefit from nutritional food and home-made meals. They learn about healthy eating and choose from different fruit at snack time, such as sliced kiwi, peach, banana, orange and apple. Fresh vegetables are used with hot meals, plus salad options are offered. Children freely access drinking water to quench their thirst, and may also have diluted fruit juice or milk. The childminder gives occasional 'Friday treats' that may include crisps and cakes.

Outdoor play and physical exercise are very much part of their daily routine, helping to contribute to the children's health, growth and development. They access a good range of outdoor resources, including wheeled toys, bats and balls. Children are allowed freedom of choice and extend their indoor play to the outside, such as role play and dressing up. They have fun creating their own games, dressing up in police helmets and re-enacting police on bicycles. They go for regular walks to the park, regardless of the weather, where they can run around and learn about the different seasons. Indoors, children freely move around. They skilfully use their fine motor skills during art and craft and manipulate malleable materials, such as play dough.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well protected in a safe and secure environment. The childminder conducts regular risk assessments to help minimise any potential hazards. The home is very welcoming and child-centred with a designated playroom where children may independently access a wide range of safe and suitable toys and resources. Child size furniture enables children to sit together in comfort, and they have areas for quiet activities, rest and relaxation.

Children learn about safety. During play, the childminder constantly reminds children about being careful. For example, she reminds children not to run around outside whilst holding a pencil, and to be careful when dressing up in heeled shoes. Children learn about people who help us, such as doctors, nurses, police and fire fighters. During walks they become aware of road safety, and they look at books on 'stranger danger'. However, the childminder does not reinforce their learning about safety through discussion, such as talking to them about what to do should they become lost.

The childminder has a good understanding of child protection issues in order to further safeguard children. She has attended training and is aware of what to do should she have any concerns about a child. She has devised written policies and procedures to share with parents. She has started to update her child protection policy. However, the safeguarding statement in the parent pack does not include the childminder's procedure to follow if an allegation of abuse is made whilst a child is in her care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, relaxed and thoroughly enjoy their time in the childminder's home. They eagerly participate in activities, confidently explore their environment, and interact well with the childminder. A good balance of adult directed and child led play opportunities are provided, and the childminder enthusiastically supports their play. Children enjoy a variety of art and craft activities, helping themselves to drawing materials and creating collage pictures

using different textured materials. They learn about the different seasons and change the symbols on the 'weather chart' to represent the sunshine, rain or cloud.

The children's communication, language and literacy skills are fostered as the childminder constantly talks to the children. They demonstrate good concentration, listening to stories and discussing the pictures in books. Children help themselves to musical instruments, and the childminder introduces songs to sing. They have fun singing songs from memory. The children's imagination is fostered well. They express their own ideas and thoughts through drawings and enjoy role play, creating new images of themselves with a variety of dressing up clothes, shoes and hats. Children also attend local playgroups in order to socialise with others. They visit places of interest with the childminder, such as the 'dinosaur park', broadening their play opportunities.

The children explore a variety of different media, such as sand and play dough. They mix flour with water to make the dough, and add food colouring. They discuss their favourite colour, and the 'sticky', 'goosey' and 'wet' texture. Children make good progress because the childminder is receptive to their needs and interests. She varies activities so children do not become bored. However, she does not always use opportunities during play and practical activities to incorporate mathematical concepts, such as asking 'How many?' and 'What shape is that?'. During practical activities, such as snack time, children do not calculate how many pieces of fruit, or how many children are present.

Helping children make a positive contribution

The provision is good.

Children develop a strong sense of belonging and become very much part of the family. They form a close, caring relationship with the childminder. The childminder is knowledgeable about each child and recognises and respects their individuality. Children learn about their culture and the diverse world in which they live through some toys and resources. There are displayed pictures and posters reflecting positive images of race and culture, and children play with different cultural dolls. They also access multi-cultural books and dressing up clothes, and play people with walking aids.

Children are very well-behaved, and demonstrate consideration for others, sharing and taking turns. They also learn about the care and respect for animals, playing with the family's pet dog and cat. The childminder is very calm and consistent in her approach, and acts as a good role model. She reminds children to say please and thank you, and warmly praises them for their achievements. Children eagerly and independently help to tidy away, brushing the floor and wiping tables.

Parents are welcomed in the childminder's home at any time. Information is shared through informal daily discussion and written documentation. Regulatory documentation is displayed for parents to see and they receive copies of written policies and procedures. Young children have daily diaries to take home and the childminder records notes on how the children are progressing to share with parents.

Organisation

The organisation is good.

The childminder demonstrates a keen commitment towards improving her own personal development in order to promote the children's welfare. She is dedicated and enthusiastic about the care of children. Since being registered she has attended several courses to keep up

to date with current issues. She uses her knowledge plus previous experience of working in a nursery to provide a stimulating, challenging and interesting environment.

All relevant documentation is in place and records are clear, up to date and easily accessible. There is good organisation of paperwork and many written policies and procedures for the effective management of the provision. Overall, the provision meets the needs of the range of 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 reinforce the children's knowledge and understanding of how to keep themselves safe through planned activities and discussion
- further develop the children's understanding of mathematical concepts during play and practical experiences
- update the safeguarding policy in the parent pack to include the procedure to follow should an allegation of abuse be made whilst a child is in the childminder's care.

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