

Inspection report for early years provision

Unique Reference Number	EY350182
Inspection date	21 April 2008
Inspector	Jacqueline Patricia Walter
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 inadequate – notice of action to improve. The registered person does not meet 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 husband and two children aged six and three, in Fulford, which is an area of York, in North Yorkshire. Toilet facilities and the front bedroom on the first floor, and the whole of the ground floor, with the exception of the rear bedroom is used for childminding. There is a fully enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding six children aged between 10 months and nine years on a part time basis. The childminder drives to the local schools and nurseries to take and collect children. She attends the local carer and toddler club regularly.

She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Overall, children stay healthy because the childminder follows current and appropriate environmental health and hygiene guidelines, policies and procedures. Children are protected and cared for well should they have accidents. For example, written consent for emergency advice and treatment is obtained prior to care and detailed records of all accidents are held, with copies given to parents. These also include a diagram detailing the location of the injury. Food hygiene is promoted appropriately when preparing meals. For example, the childminder ensures surfaces are clean, vegetables and fruit are washed and her hands are cleaned before and after food preparation. However, although the childminder's sickness policy clearly states that children who are ill are not cared for, when her own children have symptoms of infectious conditions, minded children still attend the setting. This means the spread of infection is not always prevented adequately.

Children are developing an appropriate awareness and understanding of simple good health and hygiene practice. They are encouraged to participate in daily routines, such as washing their hands before their meals and after engaging in outdoor play. The childminder also displays a poster in the bathroom, encouraging hand washing after use of the toilet. She talks to them about hygienic procedures, such as not putting things in their mouths and further explains about issues, such as germs and the dangers of swallowing items. Children's understanding of good practice is further promoted by them having their own individual hand towels and changing materials. This helps to prevent cross-contamination.

Children are well nourished through the childminder and parents providing healthy food. The childminder currently provides snacks, lunches and dinners and ensures these are healthy and nutritious. For example, children have access to sandwiches of different varieties and snacks of cheese, raisins and fruit bars. They also enjoy dinners that include meals, such as chicken with mashed potatoes and fresh vegetables or pasta with cheese and broccoli sauce. Their individual dietary needs are successfully met and more able children have good opportunities to take on the responsibility of ensuring they drink plenty. For example, they can independently access their drinks as their own cups are made available at their level. They have good opportunities to enjoy and develop their physical skills and are able to rest and sleep according to their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are able to develop an appropriate sense of belonging in this welcoming accommodation. The accommodation is clean and well maintained and space is used and organised appropriately. For example, children are able to freely access all registered rooms, including the outdoor area during good weather. There is a sufficient selection of equipment and resources and these are kept organised and safe for children to use. For example, there are good routines in place for the cleaning and checking of them and they are organised into age appropriate activities. This means that children can safely access them.

Although the childminder takes a few positive steps to promote children's safety, children are at risk as sufficient actions are not taken to minimise accidents and reduce the risks to them. For example, elastic bands are used as locking devices on low cupboards in the kitchen that

store household chemicals, a low cupboard in the bathroom is easily accessible to children and dangerous items, such as razors are stored in them and although external doors are locked, keys are left in them, which means more able children can exit the premises unsupervised. There is also an electrical point unprotected, which is easily available for children to access.

The childminder has a good knowledge of signs and symptoms of child abuse. She is aware of signs in all four areas of abuse and has recently attended training on this as part of her pre-registration course. She is fully aware of the procedures to follow if concerns are raised. For example, she is aware of making notes of concerns and recording these verbatim should a child disclose any information. She also knows to contact Social Services and Ofsted to refer concerns and to seek advice. The childminder has a record system in place to record existing injuries and relevant guidance and contact numbers are easily available in the setting. As a result, children's welfare is safeguarded well.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

There are friendly and relaxed relationships in place between the childminder and children. The childminder listens to and watches young children and interprets their individual needs well. For example, when she becomes aware that babies are losing interest, she stimulates and focuses their learning by introducing new resources and activities. There are lots of cuddles enjoyed with younger children and she allows them to use comfort items to help them settle and feel secure. She knows their individual needs well. As a result, children are happy, settle well and are secure within the setting.

Children are involved, stimulated and interested in the activities available. The childminder uses her knowledge of the 'Birth to three matters' curriculum well. For example, she sits on the floor and plays with children at their level, gives babies opportunities to play with large appropriate toys by ensuring they are within reaching distance and talks to them, explaining what she is doing and repeating words. This helps them to associate words with actions and develop their communication skills. As a result of the childminder setting out activities before children arrive, children can only choose from what is set out. This means there are limited opportunities for older children to use their initiative and develop choice and decision making skills.

Children are able to acquire new knowledge and skills from a suitable selection of toys and activities available, that are appropriate for their age and reflect all areas of play. For example, they have opportunities to build with hard and soft construction equipment, enjoy musical activity toys and centres and explore and play with puppets. They also have opportunities to make their own dough and then shape and bake it, and they have small world resources, such as cars and dolls equipment that help to develop their imaginations. The childminder plans some stimulating trips and experiences. For example, children enjoy trips out to a Sea life Centre and a local farm, particularly during the school holidays. This enables them to develop understanding of the wider world.

Helping children make a positive contribution

The provision is satisfactory.

Children have some opportunities to learn about the diversity of the wider world through a limited selection of resources and activities that promote positive images. For example, they are able to access cultural dolls and books that help them understand about issues, such as going into hospital. The childminder has only recently started to care for children and intends

to introduce them to art and craft activities that reflect different cultures and religious celebrations as soon as possible. She has therefore started to look on the internet to learn about these issues and decide how to promote children's awareness. Children are able to develop a very good a sense of belonging in the community and awareness of their local environment through stimulating trips and first-hand experiences, such as visiting the local park on occasions and by attending several toddler and carer clubs. They are also able to visit the library and enjoy the story time sessions that are held.

Children are all involved, fully included and have access to appropriate toys and equipment. Those with learning difficulties are welcomed and the childminder fully understands the need to meet their individual needs and work effectively with outside agencies to promote the children's development. The childminder has a sound understanding of behaviour management and implements age appropriate, consistent strategies to encourage positive behaviour, such as lots of verbal praise and the encouragement of her own older children to care for others that are younger. This in turn, encourages the younger children to develop an appropriate understanding of responsible behaviour, learning from the actions they observe.

There are professional friendly partnerships in place with parents. Children are cared for well by the childminder who works effectively with parents to meet their individual needs. For example, detailed information is collected on the children through child record forms, such as their likes, dislikes, their languages spoken, a basic health history and their comfort toys and fears. Other issues, such as baby routines are discussed at initial meetings with the parents. Information on the children's development and learning is shared well. For example, daily diaries are completed and given to parents each day for all the children, their art and craft activities are taken home and brief discussions with parents are held both before and after the children's day. Information on the setting is also shared well. For example, parents have opportunities to visit the setting before care commences and they receive a parents pack which includes copies of all the written policies. This helps to ensure clarity and consistency in the children's overall care.

Organisation

The organisation is inadequate.

Robust vetting procedures ensure children are well cared for and protected. For example, the childminder ensures all checks are completed on all adults in the home and she also ensures children are not left alone with any other adults. Her knowledge and understanding of child development is appropriate, having completed the required qualifications and she has an appropriate regard for the well-being of children. For example, although she has only started to care for children within the last few months, she has completed an additional training course reflecting the sharing of maths with babies and young children. She has also asked parents to complete a questionnaire enabling them to comment on the service she provides and any areas for improvement.

Space and resources are suitably organised and time is used appropriately with the childminder actively playing with children during their sessions.

Some policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. However, there are serious weaknesses regarding the physical environment, which put children's safety at risk.

Almost all required documentation is held, maintained and stored appropriately. It is presented professionally, easy to access and retained for the appropriate periods of time. However, the childminder's record of children's attendance does not fully comply with the required legislation, as it does not record the children's actual times of arrival and departures.

Overall, the provision does not meet 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.

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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, the registered person **must** take the following actions:

- conduct a risk assessment of all areas of the setting and take appropriate actions to minimise any risks to children
- ensure the record of children's attendance is a record of actual attendance and not contracted hours.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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