

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY359399
<b>Inspection date</b>	25 June 2008
<b>Inspector</b>	Janet Skippins
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://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 husband and three adult children in Bradshaw, Halifax. The whole of the ground floor is used for childminding. Children use the bathroom on the first floor. There is a fully enclosed garden for outside play. The childminder walks and uses a car to take children to playgroup and school. The childminder is registered for six children and is currently caring for one child on a part-time basis. The family have a pet dog. The childminder is a member of the National Childminding Association.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children are cared for in an extremely clean and well-maintained environment. The childminder promotes good practice to prevent the spread of infection and keep children healthy. For example, she closely follows a well written procedure regarding sick children. Children learn about the importance of personal hygiene through reminders from the childminder, to wash their hands after they have touched the dog, before preparing and eating food, and after using the toilet. They use individual towels for hand drying to minimise the spread of infection. The

children enjoy their meal times when they sit and talk with the childminder. They have a healthy, nutritious diet with plenty of fresh vegetables and fruit which they help to prepare themselves. They also learn more about healthy eating by taking part in play activities, such as a board game that helps them understand the importance of eating their daily five fruit and vegetables. They rest and sleep in accordance with their individual needs and routines. Regular use of the garden, local parks, outings to the play gym and toddler group provide many opportunities for healthy exercise to encourage their physical development

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a welcoming setting where positive steps have been taken to promote children's safety. For example, gates are in place at the bottom and top of the stairs and the fire is guarded. There is ample space to move easily inside, and children have good opportunities to safely make independent choices about what to play with. They are able to easily select toys which are appropriate to their age and stage of development, because the childminder organises resources well at child height. Children respond well when the childminder reminds them to tidy up their toys so that they do not fall over them. Sensible precautions are taken on outings. For example, children hold the childminder's hand and learn about road safety when out walking. They are protected from harm because the childminder has an understanding of safeguarding issues through attending training. However, minded children do not learn about fire safety as the childminder does not discuss and practise emergency evacuations with the children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Toys and resources are well organised in drawers and boxes so that children can independently select what they would like to play with. Children develop very good levels of confidence and self-esteem by cooperating with the routines which present sufficient challenge. The childminder informally plans a wide range of purposeful and developmentally appropriate play activities. For example, they play with tactile materials like 'slime' which they make with the childminder using cornflour, water and food colouring. First, they go to the shop to buy the cornflour, then return home and make the 'slime' together. Examples of children's work and photographs show they do baking activities and many different types of painting and collage work. Social skills are developing well as children learn to share and take turns with the children they meet at toddler group and the play gym. Children also enjoy interesting outings, for example, going on walks to feed the ducks, visiting farms and country parks as well as the local children's museum. Well presented developmental records include photographs of children enjoying the activities, records of their work and plans for their next steps of learning. This is given to parents when children leave the setting.

### **Helping children make a positive contribution**

The provision is good.

Children are welcomed at the setting. They receive a very high level of support and affection which results in them feeling confident, happy and secure. The childminder respects their individuality and meets their needs. They learn about diversity by using a wide range of resources which includes an alphabet chart showing people using wheelchairs and wearing spectacles, books, dressing up clothes, dolls with different skin colours and small world figures representing people from different backgrounds as well as those doing none stereotypical jobs. Children

behave very well are starting to understand expectations for their behaviour. For example, they know they should sit at the table to eat their snack. They regularly attend toddler group where they learn to be kind to each other and share toys. The childminder gives the children plenty of praise and individual support during everyday play activities. Parents have regular discussions with the childminder and are able to see records of their children's work and development. They also sign to say they have read and understood the highly comprehensive set of policies and procedures, so that they understand how the service is run and managed.

### **Organisation**

The organisation is good.

The childminder has attended many relevant training courses and demonstrates a commitment to developing her service by doing further training. Children feel at home and at ease in the well-organised setting. This means they are confident and able to initiate their own choices. They are very well supervised and activities are planned and organised to ensure that they receive a high level of attention. There is ample space for the children to play in the whole of the ground floor of the home. Children have access to the garden through patio doors from the lounge/dining room.

Documentation is in place to promote the welfare, care and learning needs of the children. Children's needs and achievements are shared with parents through regular daily discussion and records of their activities. 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):

- practise and record the emergency evacuation procedure.

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](http://www.ofsted.gov.uk)