



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY152862
<b>Inspection date</b>	16 December 2005
<b>Inspector</b>	Diane Lynn Turner

<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 2002. She lives with her husband and two children aged five and eight-years-old, in a detached house, which is situated in a village on the outskirts of York. The house is within walking distance of the park, school, shops and other local amenities. The whole of the ground floor is used for childminding and there is an enclosed garden at the rear of the house for outdoor play.

The childminder is a member of the National Childminding Association (NCMA) and the local childminder network. She has a level three qualification in childminding practice and is working towards her accreditation. She is registered to care for five

children at any one time and is currently minding four children, two of whom are under five. Their attendance is a mix of both full and part-time.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a warm, clean home where they learn the importance of good hygiene and personal care. The house is maintained to very good standards and there are effective procedures to ensure that good hygiene practices are followed so children remain healthy. The childminder ensures that toys are cleaned regularly and talks to the parents about the care of children who are ill, so that they know when they should not attend. Children learn the importance of following good hygiene practices. They are all encouraged to wash their hands after using the toilet and before eating, and the youngest children show a real desire to become independent in their self-care. For example, they respond positively to the childminder's support and guidance during toilet training.

Children learn about keeping healthy and have daily opportunities to enjoy fresh air and develop their physical skills. For example, they play in the garden where they are able to use resources, such as wheeled toys, and enjoy regular visits to the local park to use the large equipment. They show a positive attitude to exercise as they walk to and from school each day, which even the youngest children manage well. Children are able to rest or sleep according to their needs. The younger ones follow their individual sleep patterns as discussed with their parents and the older ones are able to relax or take part in quiet activities after school.

Children benefit from healthy snacks and meals that are well balanced, nutritious and comply with individual dietary needs and parental wishes. The childminder talks to the children about what food is good for them and involves the older ones in the preparation of meals so that they learn about nutrition in a meaningful way. She encourages them to learn good social skills as they sit at the table to eat. Drinks are made readily available, for example the younger ones have their cups easily accessible, to which they help themselves as and when they become thirsty. In addition the childminder regularly reminds them to use these to ensure that they get enough to drink.

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

The provision is good.

Children are cared for in a well organised and child-friendly home, which has good areas of space. The childminder checks all areas thoroughly each day before the children arrive to ensure that all safety measures are in place. This minimise any risks to their safety and as a result; they are able to move around safely, freely and independently. The childminder is vigilant about ensuring the premises are secure, but the systems to ensure that all door-keys are readily available for use in an

emergency are not always effective.

The childminder gives high priority to helping the children to understand how to keep themselves and others safe. She talks to them about road safety and has set boundaries, which they follow on the walk to and from school. For example, they know that they must always remain in her sight and not run on ahead. She talks to them about the emergency evacuation procedures so they know what to do in the event of a fire, and these are clearly displayed for the older children and any visitors to refer to. She gently reminds them to follow safe practices as they play, such as using toys sensibly so they do not injure one another.

Children independently select activities from a very good range of well maintained toys and resources. The childminder organises these effectively to ensure that they are easily accessible and appropriate to the age and stage of development of the children attending. For example, books are available on low-level shelves to enable the children to access these independently and encourage them to develop a love of reading.

The childminder has all the required documentation to ensure that children's welfare is safeguarded and promoted. She holds a current first aid qualification, appropriate insurance and has clear systems to record any accidents that the children may have whilst in her care. She has a secure understanding of the local Area Child Protection Committee procedures and is very clear of her responsibilities in regard to protecting children from possible abuse. She knows what to do if she has concerns.

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

The provision is good.

Children settle extremely well at the childminder's house because she is very attentive and has a very calm, caring manner. They are confident in their surroundings and are very much at home. As a result they develop close and trusting relationships with her. They are offered a good range of both planned and free play activities, which enables them to extend their learning and development in varied and interesting ways. The older children, for example are able to relax on their return from school, direct their own play or help to prepare the evening meal. A good balance of free play and planned activities, such as painting, are offered to the younger children. All children spend their time purposefully, for example, they enjoy taking part in imaginative play activities as they use small world resources, such as a pirate ship.

The children are given very good opportunities and time to talk and respond to questions, which enables them to develop their communication skills. For example, the younger ones listen carefully and respond positively as the childminder encourages them to recognise numbers and letters as they use an abacus. They learn about colours and textures as they explore materials such as paint when they use this to make hand prints. They develop their language skills as they look at books and join in with familiar refrains and predict what might happen next. They are very confident and demonstrate good levels of independence as they choose between a very good variety of toys, books and activities, which are all easily accessible. They follow the childminder's guidance very well and respond with

pleasure to the activities provided. They are happy, settled and clearly feel that they are a part of the family.

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

The provision is good.

The childminder provides a meaningful range of activities and resources to promote a positive view of the wider world and increase children's awareness of diversity and their understanding of others. For example, they learn about different cultures and customs as they take part in planned activities to celebrate festivals, such as the Chinese New Year and St. Andrews Day. They learn about their local community as they visit the park and use the local shops, walk to and from school, and enjoy outings to attractions further away, such as the National Railway Museum.

Children are valued and respected as individuals and the childminder meets their needs very well. They follow their daily routines as discussed with their parents, who are kept well informed about the provision. The childminder is sensitive to the parent's feelings and anxieties and good relationships and communication are evident.

The childminder has a good understanding of behaviour management. She is a very good role model for the children to follow as she is very patient in her approach. Children behave well because boundaries are explained very effectively at their level of understanding. They respond positively to the childminder's clear guidance and are very familiar with the established routines. For example, they readily help to tidy the toys away when they have finished playing with them. They are confident in their surroundings and develop good levels of independence. For example, they make decisions about what they want to play with as they help themselves to toys and equipment, and the older ones are independent in their self-care. The childminder's consistent use of praise and encouragement ensures that the children feel self-assured and supported in becoming confident in what they can and cannot do.

### **Organisation**

The organisation is good.

Children feel very much at home and at ease in the childminder's care. The provision of a well organised and supportive environment enables them to move about freely and independently and develop their confidence to initiate their own play and learning. Clear procedures help the service operate smoothly and efficiently, and are used effectively to promote the welfare, care and learning of the children.

All aspects of the service are discussed with the parents who are kept well informed about their child's activities through daily discussion and the very informative daily diaries that are maintained for the younger ones. This helps to ensure that the children's care needs are being met continuously. The childminder shows a very good commitment to extending her knowledge and improving her practice through training, for example, she has recently gained a certificate in childminding practice,

which is a level three qualification. All of the required documentation is in place, however some aspects are not very well organised, which means information is not always readily at hand.

Overall, the provision meets the needs of the children who attend.

### **Improvements since the last inspection**

At the last inspection it was recommended that the childminder ensures that the children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

She has purchased various resources, such as small world toys and books that reflect positive images of other cultures and now regularly plans opportunities for the children to take part in activities to celebrate a variety of festivals. This effectively helps to raise the children's awareness and understanding of diversity.

### **Complaints since the last inspection**

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.

There are no complaints to report.

## **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):

- improve the system to ensure the key to open the patio door is readily available for use in an emergency
- improve the organisation of children's information to ensure this is easily accessible.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)