



Inspection report for early years provision

Unique Reference Number 500508
Inspection date 03 November 2005
Inspector Sheila Iwaskow

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 2000. She lives with her two daughters, aged 8 and 2 years old in Baguley, an area of Wythenshawe.

The whole of the ground floor is used for childminding purposes; this comprises of the lounge dining room/playroom and kitchen. Children also have access to two bedrooms and toilet facilities on the first floor. There is a fully enclosed rear garden for outdoor play.

There are currently three children on roll who attend on a variety of placements. She

offers care to older children before and after school. The childminder is an approved community child carer for Manchester City Council, Early Years and Play. She supports children who have special educational needs.

The childminder holds an appropriate early years qualification. She is a member of the National Childminding association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have access to a wide range of activities which contributes to their understanding of a healthy lifestyle. Visits to the local park allow children to climb on the climbing frame and play competitive sports such as football and basketball. Whilst playing outdoors in the back garden children can jump on the trampoline and ride on the bikes. Such opportunities allow children to gain control of their bodies and develop physically. Young children's routines with regard to meal and sleep times are well promoted, providing a secure environment which is consistent with home. Regular walks allow children to benefit from fresh air and appreciate their local environment.

Children are welcomed into a home which is warm and clean. A comprehensive sick policy is in place which excludes children who are ill from the setting, preventing the risk of cross infection. The childminder includes personal hygiene as part of the daily routine. Children are encouraged to wash hands their hands after going to the toilet and before meal or snack time.

Healthy eating is actively promoted. Meals provided are well balanced, healthy and nutritious, aiding children's physical growth and development. Children are encouraged to try out their new foods to help them develop their sense of taste. Foods high in fat content, such as sweets, are only given on an occasional basis as a treat. Older children can independently access drinks and younger children are offered drinks at regular intervals throughout the session to quench their thirst.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a homely environment which offers them ample space to move around freely and play in comfort. Play rooms are light, bright and airy. Some examples of children's artwork are displayed which gives children a sense of belonging within the setting. Children are taken on a regular basis to childminder groups and a local play group, where they have the opportunity to mix with other children and experience alternative play environments.

Children of all ages attending the setting have access to a wide range of developmentally appropriate resources which are clean, well maintained and comply with safety standards. Toys are stored in boxes according to their category and are

easily accessible which allows older children to make choices and develop their independence. The childminder ensure that toys available for babies and younger children are suitable for their age and stage of development.

Children are cared for in a safe and secure home where high priority is put upon safety. Risk of accidental injury is minimised with the childminder taking all the necessary precautions to keep the children safe on and off the premises. Children's awareness of personal safety is developed as they are encouraged not to talk to strangers, hold her hand when out walking and learn about the Green Cross Code. The childminder recognises responsibility to protect children from harm and has a good understanding of the signs and symptoms of ill-treatment. However, she is not aware that Ofsted must be informed of persistent signs of neglect or any suspected form of abuse.

Helping children achieve well and enjoy what they do

The provision is good.

Babies smile happily and giggle in the childminder's home. The childminder spends every opportunity sitting on the floor interacting with them as they play. Babies freely give the childminder a cuddle and look towards her for support and reassurance. As a result children are happy, confident and secure in her care.

Babies enjoy investigating a range of toys that are colourful and make sounds. Play materials are laid out attractively on the floor which encourages young children to crawl and grasp, developing their gross and fine motor skills. Young children learn to make connections as they bang on the drum and gaze in wonder as lights flash in a musical toy. They enjoy exploring a variety of sensory opportunities as they manipulate play dough, make pictures from sand and investigate the contents of the treasure basket. Early communication skills are nurtured and encouraged with natural responses to babies' gestures, facial expressions and playful sounds

Children share books with the childminder who points to the words as she reads, conveying to the children that print carries meaning. Pre-school children also have opportunities to write their name, recognise key words and identify the initial sounds in words. Everyday situations are skilfully used to introduce mathematical concepts as children count the stairs as they climb, match shapes and identify the colours of the cars on the way to the park. Children plant sunflowers and bulbs in the garden and develop their scientific understanding as they explore the features that make plants grow.

Older children initiate their own craft activities after school using a wide range of materials and books provided by the childminder. They enjoy making rockets using toilet rolls, cutting and sticking activities and models using play dough. The childminder recognises the importance of talking to the children and responding to their individual interests and needs. She offers support as and when appropriate to encourage independence in both play and thought.

Helping children make a positive contribution

The provision is good.

All children are treated with equal concern and their individual needs are well met. Young children thrive on the interaction and attention of the childminder. Babies are beginning to learn that they are separate from others as they look in the mirror and identify their own body images. Children are kind and considerate towards each other and are encouraged to offer extra concern towards younger and less able children. Resources that reflect equality of opportunity, celebrating religious festivals and tasting food from other cultures allow children to understand the diversity of the world in which they live. Children with special needs are welcomed into a sharing and inclusive environment. The childminder works closely with parents and outside agencies to ensure that children with additional needs receive the best possible care.

Children are well behaved and aware of the house rules, which older children sign to say they understand. The childminder successfully manages children's behaviour using strategies that are appropriate to the age of development of the child. She sets herself as a positive role model and treats each child with individual care and respect. Children's efforts and achievements are celebrated, promoting their confidence and self esteem.

Children benefit from the positive relationships the childminder has formed with parents. Effective systems are in place to keep parents informed about their children's activities and level of care. The childminder provides parents with a comprehensive range of written policies which informs them of her child care practices. This helps to provide security and consistency in children's lives. Discussions with parents indicate a high level of satisfaction with the service provided.

Organisation

The organisation is good.

Children feel at home and at ease in the childminder's home. They respond positively to her appropriate use of close or discreet supervision throughout the day. Space is organised well to provide children with a broad range of experiences which ensures that the needs of all the children attending the setting are met. Settling in procedures are implemented by the childminder to ensure that children are happy in her care. There is a clear timetable in place to collect children from a local primary school.

The childminder has completed a wide range of relevant courses to keep her childminding practices up to date. All aspects of documentation are in place, organised to respect confidentiality and are of a very high standard. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the childminder agreed to address issues regarding the

accessibility of resources and documentation. Play materials are now stored at child height, allowing children to independently select toys that they wish to play with. Written agreements with parents are now in place which set out the expectations of both parties as to the care of the child and activities provided. This ensures that all aspects of documentation, relating to the continuity of care of children, are in place and up to date.

Complaints since the last inspection

There are no complaints to report. 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

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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 further the registered person should take account of the following recommendation(s):

- update knowledge of child protection issues and procedures with regard to informing Ofsted of persistent cases of neglect or any forms of abuse.

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