



Inspection report for early years provision

Unique Reference Number	EY255152
Inspection date	21 June 2005
Inspector	Jackie Phillips

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 has been registered since February 2003. She lives with her husband and two children aged 11 and 9 years of age. They live in a semi-detached house in the Acomb area on the outskirts of the City of York. There are shops, parks and a school within walking distance of the home. The whole of the ground floor is used for childminding plus the bathroom and toilet on the first floor. There is an enclosed rear garden available for outdoor play. The childminder is a qualified early years primary school teacher.

Currently there are seven children on roll, two of which are over eight years of age.

Children may attend for full time sessions, although the majority currently attend part time. Before and after school care and holiday care is available for children who attend Poppleton Road Primary School.

The childminder is a member of the National Childminding Association. She is also a member of the Acomb Childminding group, the Poppleton Road School partnership, and the York Quality First network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged to enjoy a healthy lifestyle by being well supported in accessing nutritious food and drink, fresh air and physical exercise on a regular basis. They are encouraged to eat fresh fruit, and good opportunities are taken to reinforce children's understanding of a range of fruits and their health benefits when this naturally occurs through stories and discussion. Likewise, children's understanding of physical care routines, such as the brushing of their teeth, is also discussed, enabling them to become increasingly responsible for their personal health and well being. Parents are kept well informed of children's meals and snacks through a well documented daily recording system.

Physical exercise takes place as part of the daily routine, either in the enclosed garden area, during visits to the local park or toddler group, or when collecting children from the nearby school. Children's physical and manipulative skills are developing well as they access a range of resources including those suitable for sand and water play in the garden. Physical challenges are well supported by attendance at the local playgroup where they can ride bikes and enjoy larger pieces of equipment in an alternative setting.

Within the home there are good procedures established to ensure a healthy and hygienic environment is maintained for children. This includes written guidance for parents on the exclusion of ill children, the regular toileting and nappy changing of children, the availability of individual hand towels or disposable towels for children's use and a clean and well maintained care setting. Resources are also regularly cleaned, and the date when the play dough is made is recorded to ensure it's suitability for children, such as it's cleanliness and freshness.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are protected from harm by effective procedures which include practical and recorded systems to ensure that children are kept safe. When younger children access the bathroom and toilet to the first floor of the property, they are very well supervised. They may play with the "stick on fish" to the side of the bath panel to keep them entertained and interested during basic care procedures. When playing outside an effective code system is in place to ensure children are not left alone

when the childminder is required to open the door for parents. Children's contact details are readily available including when outings are taking place. Good systems are regularly practised to promote children's safety, such as the emergency evacuation procedure of the home, and relevant details are recorded.

The equipment and play resources for children are in good condition, well maintained and frequently checked to ensure they are safe. Toys used by babies are regularly sterilised to ensure they are clean. Appliances within the home are also checked to ensure they are in good working order and support a safe environment for children. A sound knowledge and understanding of child protection procedures with written guidance for parents regarding the responsibility of the childminder, promotes children's safety and protection and keeps parents well informed.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy and achieve in an environment which successfully nurtures their positive early learning experiences. They enjoy a diverse range of quality and educational activities including construction, imaginative play, physical play, play dough, games, story boards and story books. Children may make requests for toys or may access them very easily from the lounge area. The well maintained and high quality resources are rotated on a regular basis, and the childminder encourages children to locate their play materials easily, remembering where they are stored. Together the children and childminder have made an excellent book, produced to an extremely high standard, which includes many photographs of interesting and stimulating activities the children have enjoyed. Children use this frequently to recall past events, discuss activities and in particular find and name their friends. A superb range of story boards created by the childminder are used by children to retell and recreate their own stories or follow the original story line. These are produced to a high, professional standard and the children carefully place and name characters from familiar stories onto the board, developing excellent imaginative, creative and communication skills.

To support and develop children's play and learning opportunities, they are provided with exceptional levels of supervision and interaction by the childminder. The older children are encouraged to count spontaneously, for example when coming down the stairs, and the younger children are extremely well supported by excellent levels of physical contact and verbal encouragement. The development of children under the age of three is greatly enhanced by the childminders introduction of the Birth to three matters framework to promote younger children's learning. Small story groups are an intimate experience for the children developing their language skills, self esteem and sense of belonging as they enjoy having a story read to them by a skilful adult communicator.

An interesting and varied range of quality art and craft activities are provided for children which include, painting, printing, collage and play dough. Some pictures are displayed on the wall for everyone to admire or taken home for parents. Children are competent at using the appropriate tools and are aware that the diverse range of art

and craft materials are stored in the "making cupboard". Creative work takes place in the comfortable, homely kitchen area at the dining table, which is well protected from spillages and marks.

Helping children make a positive contribution

The provision is good.

Parents are asked to provide the childminder with written comments about her service as part of a quality assurance questionnaire. They are kept very well informed by written daily recordings which provides information on children's food eaten, toileting procedures, play opportunities and on going development and progression. They are invited to add written comments if they desire. A comprehensive file contains information regarding the setting's range of policies and procedures and includes excellent details about the six areas of learning that form part of the Foundation Stage for children. The childminder has developed a resource file of extremely useful information to support her service and care of young children. This includes a vast amount of professional information including a complaints policy with the contact details of Ofsted, the regulator. However, this information is not readily accessed by parents although will be provided upon request.

Children behave extremely well because they are suitably occupied and fully engaged in a diverse range of quality activities and positive learning experiences. The older children enjoy helping the younger ones, such as when selecting pieces of puzzles for them or finding a character for the story board. Children's successes are rewarded with positive praise and often stickers are used to make achievements special. The childminder leads by example and by reinforcing positive behaviour. She provides children with clear explanations to enable them to learn right from wrong, and also encourages them to be aware of the limits and boundaries used within the home.

An anti bias environment is promoted where children's understanding of diversity and disability is raised considerably. All children have equal access to the setting's resources and activities, and all are fully included. An excellent range of toys and equipment promote equal opportunities and include dolls, puppets, small world figures, dressing up clothes, books and the celebration of a range of festivals, such as the Chinese New Year. Children are encouraged to be aware of positive equal gender roles, such as females driving lorries and males caring for the family within the home. Through an excellent range of techniques to promote equality, a comprehensive understanding of young children and a broad selection of equipment and resources, parents and children are fully enabled to make a positive contribution to the setting.

Organisation

The organisation is outstanding.

The childminder is extremely well organised which has a very positive effect on the service she provides and the overall safe management of the children and their

activities. The Birth to Three matters framework for children under the age of three has recently been introduced into the daily curriculum, and planning for the Foundation Stage for children's pre school early learning and education is well established. Extremely well written documentation regarding the outcomes for children is in place, which is effectively used by the childminder to ensure her service is of a high standard and quality for the care and development of the children. This enables all children who attend to make excellent progress in all areas of their development. Information is shared with parents to enhance their knowledge and understanding of how the outcomes for children are met.

The childminder is committed to regular training in a diverse range of professional subjects. She places focussed attention to meet the outcomes and early learning objectives for young children. All prescribed documentation is in place to meet the requirements of the National Standards, which very effectively contributes to the extremely high quality level of care and early education that children receive. Overall the provision meets the needs of the children who attend extremely well.

Improvements since the last inspection

At the last inspection the childminder was asked to increase her resources reflecting equality of opportunity. This has been done extremely well and effectively. She has combined professional development and training, the celebration of a range of festivals and traditional events, and increased the range of resources, to fully ensure that children's awareness of diversity and disability are raised. Children access a broad range of equipment including books, resources to develop imaginative play, dolls and puppets, on a regular basis which are all freely available to both boys and girls.

Complaints since the last inspection

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.
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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):

- ensure the settings complaints procedure and Ofsted's contact details are easily accessed by parents.

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