



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY100172
<b>Inspection date</b>	24 February 2006
<b>Inspector</b>	(Kate) Kathryn, Jane Ryder

<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 has been registered since 2002. She lives with her two children, a 7-year-old and a young adult. They live in a house in Bury. The whole of the ground floor and the first floor bathroom are used for childminding. There is a fully enclosed garden available for outdoor play.

The childminder cares for a maximum of five children under 8-years of age, currently there are six children on roll who attend on various days and for varied hours.

She regularly takes the children out to places of interest, including the park, library, toddler group and soft play gym. She frequently uses her vehicle to transport the children.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children are cared for in a clean, comfortable and well maintained environment. The childminder has very effective hygiene routines and ensures her furniture, floors and toys are kept clean by regular washing. She has good nappy changing procedures and arrangements for the care of pets which ensure children's health is not compromised. Children are developing a sound understanding of the importance of good personal hygiene through the well established routines. For example, washing their hands after visiting the toilet and learning to blow their noses. The childminder has a detailed sick child policy and acts in the best interest of the children when they are ill. Her procedures protect others from illness and infection. Arrangements for first aid and medication meet requirements and protect children.

Children enjoy the opportunities provided for outdoor exercise. They go on regular walks to the park, exploring the environment and increasing their general good health and wellbeing. They have weekly visits to a soft play gym where they have opportunities to be physically active and learn new skills. The childminder encourages a baby to bear his own weight and practise walking, helping him to develop muscular strength and balance.

Children are provided with an exceptionally healthy diet. It meets individual requirements and aids their growth and development. The childminder is highly motivated in giving children a diet low in fat, salt and sugar. To that end she plans a weekly menu that is well balanced, nutritious and appealing to children. All children's meals are home prepared and cooked. For example, fish fingers, pizza, tomato sauce and chicken nuggets. Children enjoy healthy snack options of fruit and vegetable slices. Drinks are offered frequently ensuring that children do not become dehydrated. Children develop appropriate social skills as they sit together at the table during meal times.

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

The provision is good.

Children are cared for in a child-centred environment. They quickly develop a strong sense of belonging through the purposeful displays of their creative work and anti-discriminatory posters. The play areas within the home are effectively organised to make the best use of available space. Children have ample space to relax and engage in creative activities. There is a wide range of furniture and equipment available to allow children to play, rest and eat in comfort. There is an extensive range of good quality toys, including positive image resources to meet the needs of the children being cared for. Children are encouraged to self-select resources and make choices about their play.

The childminder takes positive steps to minimise risks for children in her home and during outdoor activities. For example, she has devised a clear emergency evacuation plan which she discusses with the children. In order to protect children further it would be beneficial to carry out a practice evacuation drill. The childminder takes all reasonable steps to keep children safe whilst travelling in her car. She has all relevant documentation in place, including parental

permission. She helps children to keep themselves safe whilst outside by using pelican crossings. She encourages children to press the button and wait for the 'green man' to be displayed before safely crossing the road.

Through attending child protection training, the childminder has developed a level of knowledge that ensures children are well protected and kept safe. She has a clear understanding about her role in the procedures and has all the required guidance in place.

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

The provision is good.

The childminder arranges an effective settling-in period for new children. It allows her to respond to their individual needs and enables children to gain familiarity with the setting and settle well. Children are very happy and confident in the childminder's home. They have developed warm relationships with their carer and other minded children. The childminder promotes their emotional development well by the use of frequent praise and encouragement.

Children have challenging play activities that reflect their interests and are appropriate for their age and stage of development. They show considerable interest and concentration in what they do and become involved in activities for lengthy periods of time. For example, they dress soft toys with beads, bangles and ribbons, they make cakes or models from play dough and create surface patterns with cutters. However, younger children in highchairs are not always placed adjoining the activity table. This restricts their overall involvement in the activity and their social development. Children develop a strong sense of achievement as they take home their play dough cakes.

Children become independent as they choose their own resources and make decisions about what they want to play with. They have daily opportunities to develop their creative skills and enjoy painting and collage activities. Children are developing an understanding about their local community through the regular trips to the park, the farm, a soft play gym and the library.

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

The provision is good.

Effective partnerships with parents ensure the childminder is able to meet children's individual needs. She provides children with an inclusive play environment where they are involved in making choices about what they want to do. Children have access to good quality resources which promote a diverse view of society and a range of activities that allow opportunities to explore other peoples customs.

Strategies to manage children's behaviour are consistent and realistic. The childminder talks to the children and explains her expectations of good behaviour. This helps children have a clearer understanding of her simple house rules. She presents children with certificates for good behaviour and achievements. This increases their self-esteem and motivates good behaviour.

Children benefit from the positive partnership the childminder has developed with parents. Children settle well because she has knowledge about their home routines and preferences. She provides parents with a copy of her written policies and procedures and writes a daily diary for children under 2-years. She shows new parents written testimonials from existing parents that describe the high quality of her service.

### **Organisation**

The organisation is good.

Children's individual needs are well cared for due to the childminder's knowledge and understanding of good childcare practice. She has attended training to widen her knowledge and support her work with children. Her written policies and procedures work well in practice to promote children's all round development.

The childminder organises her space and resources effectively to meet the children's needs. Children move around with familiarity and confidence and they are making very good use of the space and resources. They independently access the toys and make choices about their play.

Children's records are in place and kept to a good standard. Parents of children under 2 are provided with a daily written diary which keeps them up to date about their children's progress. For children over 2-years the passage of information is in an informal way through daily verbal exchanges. The policies and procedures file is shared with parents and reflects her good practice. The childminder's registration certificate must be displayed to meet regulations.

Overall, the needs of children attending the setting are met.

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

At the time of the last inspection the childminder was asked to provide resources to reflect disability issues and to make parents aware of the regulator's address and telephone number. Children now have access to good quality anti-discriminatory resources and activities which provide them with an awareness of the wider world. Parents have a copy of the childminder's complaints procedure which contains relevant information should they need to contact Ofsted.

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

There are no complaints to report since registration.

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):

- provide more opportunities for younger children to engage in activities alongside older children, to support their creativity and social development
- ensure the certificate of registration is openly displayed

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)