



## Inspection report for early years provision

<b>Unique Reference Number</b>	EY216511
<b>Inspection date</b>	15 February 2006
<b>Inspector</b>	Mary Kilroy

<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 child aged 4 years old in Trafford, Greater Manchester. The lounge, playroom, upstairs bathroom and middle-sized bedroom of the childminder's house are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of 5 children at any one time and is currently minding a 20-month-old from Tuesday to Friday, a 3-year-old on a part-time basis and for nursery drop offs, and a 6-year-old after school from Tuesday to Friday and during school holidays. 2 children aged 8 and 2 children aged 10 years

old attend for after-school sessions on a part-time or occasional basis. The childminder walks and drives to local schools to take and collect children. She attends local carer and toddler groups. The family have a cat.

The childminder is a member of the National Childminding Association and has a B-Tech Nursery Nursing qualification in childcare.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The childminder has an effective policy for children who are sick. This is shared with parents to help to prevent the spread of infection. She passes on information from school to help to keep children healthy and is aware of all the latest requirements, such as the new requirement stating that cases of food poisoning are now notifiable. Children remain healthy through gentle prompts and reminders from the childminder to wash hands and blow noses. They are learning how to be healthy through the daily routine and from discussions about hygiene and personal care at age-appropriate levels. Older children know that if germs get from hands to mouths they can make you poorly. Children are learning about being and remaining healthy from helping with small tasks, such as cleaning tables and surfaces after play and before meals. They benefit from seeing clean food preparation areas and good cleaning routines in the childminder's home. The childminder is sensitive to the needs of children who are poorly and ensures that they are kept warm, quiet, rested and well hydrated. The childminder has completed a recent food hygiene basic certificate to help children to remain healthy.

Children have plenty of healthy choices for main meals and snacks, that are agreed with parents. They self-select a picnic lunch of raw vegetable finger-foods, fruit, cheese and bread. Drinks, including fresh drinking water, are always available for children to self-select from or ask for. The childminder encourages them to try water and they are only allowed water for school. Otherwise healthy drinks of juice, milk or milkshakes are given. The childminder completed a nutrition and healthy eating workshop and uses this to good effect with the children. She talks to them about healthy eating, low-fat foods, salt, sugar and additives and the older children know which foods are good for teeth and bones. They know about low-fat diets as the childminder requires and follows one, and they discuss always having vegetables with main meals. Sausage and chips are not considered healthy choices by the children, however, the childminder has a sensible approach to occasional treats and special occasions. Parents have written information about treats and can choose what their child may have. In school holidays children may bring a packed lunch if wished. The childminder has excellent understanding of the children's likes and dislikes, confirmed by the children. She also demonstrates good understanding of individual diets, ensuring that children's dietary and individual needs are always met. Children enjoy cooking, tasting and smelling sessions with the childminder. They have visited a fruit-farm and enjoyed making milkshakes with the picked fruits. Mealtimes are a happy social occasion and children eat well.

The childminder uses a variety of parks to enable children to have fresh air and exercise. She attends free toddler gym sessions with the 20-month-old child. The childminder has completed a topic on the impact of physical education, sport and recreation with children, which she uses effectively to plan for children's exercise. They enjoy lots of local trips to meadows and farmland to see ducks, horses, wildlife and risk assessments of premises and trips are also used to plan for children's health and wellbeing. Wipes would be used after feeding animals and the childminder takes a potty and bottle of disinfectant where the toilet provision is poor. Parents are consulted about all aspects of the care of children. The childminder uses walks to school as learning experiences where possible, but often has to use the car due to the distance between schools. The childminder provides excellent regular newssheets for parents in which every aspect of the provision and forward planning are discussed. They are aware of planned visits so that children have suitable seasonal clothes and sun creams to enable them to remain healthy and safe.

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

The provision is good.

Children are cared for in a relaxed, warm and comfortable home where safety is the utmost priority. Children self-select toys and equipment freely and confidently from a wide range that meets all individual and developmental needs. The available space is well planned. The childminder sensitively intervenes when children are flagging or in need of a drink, to ensure that children are not overtired and can play safely and happily.

Children remain safe in a well-maintained home where safety is a top priority. The childminder does not use the kitchen for childminding. She completes regular risk assessments of her premises and equipment to keep children safe. Parents are kept informed about D.I.Y. home improvements to be undertaken in the frequent news letters and the childminder informs them of steps taken to ensure that their children remain safe. The childminder uses the internet for information for children and to pass on to parents. She has obtained "Stop, look, listen" posters and workbooks to complete with the children on road safety. Children enjoyed completing the activities with the hedgehogs and even the youngest could identify; safe places to cross, red-man, green-man, and simple rules, such as walking on the inside and holding hands. The emergency evacuation plan is practiced with the children and older ones understand the procedure and are beginning to take responsibility for their own safety and that of younger ones. They understand about closing safety gates, fastening seat belts and picking up small toys and construction pieces.

Younger children have age-appropriate safety equipment and have a buggy for school runs which is regularly checked for safety. Children sleep in accordance with parents wishes and there are lots of alternatives offered for rest and sleep including an upstairs room, with baby a monitor, to meet under two's individual sleeping patterns.

The childminder has a clear and secure understanding of the area child protection procedures and current information through regular training and updating of her

policies and procedures. She ensures that parents are aware of her responsibility to pass on concerns and are aware of their own to inform her should a child sustain an injury at home. She uses "What to do if you are worried a child is being abused" (summary) to ensure that her policies and procedures meet current requirements. She has good understanding of signs and symptoms of non-accidental injury to children. She records accidents and significant incidents.

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

The provision is good.

Children benefit from a wide range of opportunities to learn throughout the routine and on outings. They access an excellent range of age and developmentally appropriate toys, books and equipment and children are stimulated and play well together. They have close individual attention and support from the childminder. Children progress in their development and enjoy the stimulating planned activities. Children know the childminder well and she devotes all her time to playing with and talking to them, they are happy and content. Each child benefits from spending individual time with the childminder, this helps them to develop their conversation skills and meets their individual needs. They listen and respond well and the childminder introduces rich language and encourages their efforts. Older children access toys and equipment freely and confidently, they are offered choices and the childminder builds on their likes and interests. Information from parents and initial assessments help the childminder to decide what children know and can do. The play activities and outings are organised around the individual needs of babies for rest and feeding.

Children were engrossed in planning routes and journeys using large laminated maps of Britain and the world and an inflatable globe. They enjoy lots of activities around number, colour and shape. There are lots of opportunities to see words and numbers and to practice mark-making skills throughout the home. The childminder has a good balance of plastic and natural materials in her toys, art, craft and collage materials to enhance children's tactile experiences. Older children mix colours confidently and accurately to make others. The children thoroughly enjoyed making finger puppet mice and alphabet Bingo and children were able to participate at their own level of development.

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

The provision is good.

Children are encouraged to speak nicely to one another and have concern for the feelings of others. They discuss likes and dislikes in all areas and this leads on to people's different tastes and then to activities on valuing differences. The childminder has a positive attitude to all areas of equal opportunities and children are learning from her to show concern for others. Children have opportunities to celebrate their own and the festivals of others. Parents are informed on their regular news sheets as these approach and the childminder provides brief introductions and explanations of how these are celebrated. The childminder has books, toys and equipment, such as

chopsticks, that reflect positive images of all areas of equality and reflect the wider world. Children are helped and encouraged to try all areas of play regardless of gender or ability. The childminder updates her training regularly and has attended a multicultural workshop on costumes to increase children's understanding of the wider world. The childminder uses the internet and regularly updates a file of cuttings for parents from magazines, such as 'Nursery World'. She provides internet links in the news letters to forthcoming areas of interest, such as 'T.V. turn off week', 'National Pet Week', 'Baby Safety Week' and 'National Allergy Week'. The childminder uses appropriate television programmes to increase children's knowledge and understanding of how others live. She signs, and using her skill and the programme 'Something special', children are learning to sign too.

Children have good self-images; they are confident, enthusiastic and good learners. They enjoy plenty of visits to local parks, meadows, wildlife park and pond to have experience of the natural world. They travel further afield to children's farms and parks with animal areas. Children have good understanding of the area in which they live through walks to school and visits. They plant seeds and peppers and have opportunities to sample what they have grown. Children use enlarged pages of the A-Z to gain understanding of the area "around our homes." They map local places, such as the hospital, ferry, golf course, library and, most importantly, their own home and the childminder's house. They attend local carer and toddler groups and schools and know the key people who help them in the local community, such as the lollypop lady. They are beginning to understand about recycling and environmental issues and benefit from a game called "What's rubbish?"

The childminder has experience of working with children with Special Needs. She has worked with other agencies and parents to meet children's needs. The childminder stated that she would seek advice, training and support as required. She understands the need to discuss all aspects of care and play with parents. Inclusive play activities are planned with each child supported at a level according to their need. The childminder is prepared to adapt play activities and room setting to meet children's individual needs. She would be sympathetic and sensitive to the needs of parents should she be the first to identify a concern. Her good understanding of children's development and of meeting all the individual needs of the children ensures that they make good progress.

Children's behaviour is good. The childminder has high expectations and children respond well. There is an effective written policy in the parent's file and this is discussed and agreed during the settling-in period and initial visits. The childminder is fair and consistent in her approach to children, including her own. Children are encouraged to share and take turns. They are considerate to the needs and feelings of others. The childminder uses age-appropriate positive strategies for managing children's behaviour. She gives praise for wanted behaviour as it naturally occurs. Older children receive praise and acknowledgement in the news letters when they have helped with younger ones. They are rewarded when younger ones are asleep.

The childminder has built excellent relationships with parents. They receive written information on progress daily for children under five and verbal information for the children over five. Parents give their written comments to be discussed at the daily exchange of information. Parents are given excellent feedback in newsletters,

photographs, articles and information from the internet. The childminder offers to help with information on any area of concern or interest to parents. Parents are included in the activities and are encouraged to bring in craft and collage items and things of interest from home. The childminder has excellent references from previous parents and some are willing to talk to prospective parents about the provision. Parents are kept informed of the inspection process and changes to requirements as they occur. The childminder thanks parents; for example, for parking safely and respecting the needs of neighbours. She links with other childminders who know her children well to ensure continuity of care and cover should one be ill.

## **Organisation**

The organisation is good.

The setting and activities are well organised. The childminder has good routines and clear expectations and children are confident active learners. They enjoy the play activities and are provided with good experiences indoors and in the wider environment. Children enjoy relating their experiences and making choices and decisions on their play and food. They are settled and happy. The childminder involves the children in small daily tasks around the home and this provides children with a secure homely atmosphere where they can achieve and grow in confidence. They have a good sense of belonging.

The childminder ensures that the children are always in her sole care and that everyone living on the premises is suitable. Children benefit from her vigilance and close supervision. She is proactive in ensuring that anyone with significant access is quickly cleared before being on the premises.

Written records are kept to a high standard and are shared with parents. They are up-to-date and accurate.

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

## **Improvements since the last inspection**

At the last inspection, the childminder was asked to include the name of the regulator in the complaints procedure and this was completed to improve information for parents.

The childminder was asked to practice the emergency evacuation plan with minded children and now that this is done children are beginning to take responsibility for their own safety and remain safe.

The childminder was asked to make the pet's feeding bowls inaccessible to children. This was done and children remain healthy.

## **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**

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):

- further improve the sensory experiences for babies and build on established good practice by increasing the range of natural materials, such as treasure baskets using Birth to three matters as guidance.

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)