



Inspection report for early years provision

Unique Reference Number	321887
Inspection date	19 April 2006
Inspector	Andrea Rockett

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 May 1999. She lives with her husband and 3 children aged 4, 7 and 12. Their home is situated in Airedale and is within walking distance of local schools, shops and parks. The whole of the ground floor of the property is used for childminding with toilet and sleeping facilities available on this level. There is a fully enclosed garden available for outdoor play. The childminder is registered to care for 4 children under 8 years of age and there are currently 20 children on roll. She uses her husband as her assistant on a regular basis. The family have 3 pet dogs. The childminder is a qualified nursery nurse, a member of the National Childminding Association and the Wakefield Childminding Network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The childminder actively promotes good hygiene practises to prevent the spread of infection and to keep children healthy. For example, each child has their own hand towel and they have free use of wet wipes to use before messy activities. They understand healthy hygiene procedures, such as hand washing before meals and after using the toilet. Recordings are in place for medication and there are clear written details for the exclusion of sick children to prevent cross-contamination, the details of which are shared with parents. The childminder has access to a first aid box in her home, her car and mini bus, which helps to ensure the health and safety of children at all times.

Healthy eating is promoted through daily discussion and children are offered a varied selection of fresh fruit and vegetables daily, which is essential for their well-being and healthy growth. The childminder takes account of parents wishes, so that children's individual health and dietary requirements are met successfully. For example, sample menus are shared with parents which include foreign foods, such as chicken korma and rice. Children delight in making fresh fruit salad as they learn to peel bananas and satsumas, and slice strawberries and pears, which extends their knowledge of their senses as they talk about the textures and tastes of the fruit. Drinks are provided regularly throughout the day, for example, sugar free cordials, water and milk.

A wide and varied selection of physical activities are offered to children, which contribute to their good health, for example, they use the stimulating outdoor facilities, which include a climbing frame and a trampoline. Their gross motor skills are extended further as they engage in obstacle courses and visit the ball pool every week. Children play football in the local parks and develop their hand-eye coordination as they learn to throw and catch balls. Fine motor skills are enhanced, for example, as children expertly use knives to chop their fruit into small pieces. They have an awareness of space and move with confidence around the home.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have access to sufficient, safe space to allow them to enjoy a wealth of varied activities. The environment is bright with colourful displays of the children's art work, which develops their self-esteem. Children use a broad range of good quality resources, which are easily accessible and promotes their independence and choice successfully. For example, toys are placed on the floor in boxes, which aids children in their selection. However, these arrangements could be developed further. Furniture is of a suitable design and conforms to safety standards. The childminder has very good security precautions in place, for example, all visitors must sign the visitors book and the gate is always locked in the garden. Written risk assessments are in place and the garden is always checked for potential hazards before children

are allowed to play outside.

Thorough procedures are in place to ensure children are safe when on outings and collected from school. For example, discussions are held prior to the trip to highlight children's awareness and of how they must remain with a teacher at school until the childminder arrives. Children are effectively supervised at all times and they are taught about road safety on outings, which increases their ability to assess risks. For example, the childminder reminds them to hold hands, wait for the green man to show before crossing the road and never talk to strangers. Children have a good awareness of the safety limits, which ensures they have freedom to take risks whilst learning effectively of danger and of ways to protect themselves.

Fire safety is enhanced as the evacuation procedure is practised and recorded frequently, which helps children to learn to keep themselves safe. The childminder takes her mobile phone and contact numbers with her at all times in case of emergencies. Procedures for child protection are very clearly understood by the childminder and she is aware the protection of children is her first priority. For example, she is aware of the possible signs and symptoms of children at risk. A clear, comprehensive written policy is available and displayed for parents, which develops partnerships between all those involved in keeping children safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very confident in their surroundings and settle well. The childminder is attentive and sensitive towards each child's individual needs. As a result children have close relationships with her which increases their sense of trust. Planning for activities is in place and this covers the six areas of learning for the foundation stages, for example, physical development and communication, language and literacy. Children's early communication skills are very well supported through good quality adult-child interaction. For example, the childminder asks "what colour is a banana?" and "what shape is a strawberry?". Children choose what they would like to do and enjoy the freedom of accessing the many toys and resources. They approach the childminder with ease and snuggle up close to her as she reads them stories, developing their awareness that print carries meaning.

An excellent range of activities are offered which helps the children to extend their learning and development in varied ways. For example, they access musical instruments from the sensory play box and learn that by hitting a wooden shaped frog with a wooden stick it produces a noise and they repeat this action for effect. The childminder implements the Birth to three matters framework into her planning and incorporates the components, for example, 'a strong child' and 'skilful communicator'. Children's decision skills are promoted as they order their own choices of craft resources when accessing the computer, which they then use for making their Easter creations.

The childminder involves children in real life experiences, for example, they visit the Funalot play centre and walk from the local school. This gives children the opportunity to learn about their environment and be a part of their local community.

Children spend their time purposefully as they enjoy sitting together, relaxing and talking as they colour pictures together and create Easter cards. Their awareness of numbers is extended successfully as the childminder asks them to count steps and identify numbers on doors and buses when they are on outings. Activities are planned well and are used effectively as opportunities to aid children's learning. For example, the childminder develops children's knowledge and understanding of the world as she informs them of the different countries from where fruit originates. This helps children make very good progress in their learning.

Helping children make a positive contribution

The provision is good.

All children take part in activities appropriate to their needs and abilities which successfully creates an inclusive provision for all. Children are treated equally and the childminder helps them to recognise and value diversity through a range of activities, toys and resources. For example, children engage in craft activities of making Chinese lanterns. They visit the Chinese restaurant to sample the different foods and enjoy opportunities of learning to use chopsticks. In Autumn they become involved in bread projects for the world which is linked into harvest time. These activities enable children to understand how we are all individuals and acknowledge cultural differences.

Behaviour is good and children are aware of their boundaries, for example, they know where to hang their coats when they arrive. This reinforces their awareness of routine and what is expected of them. The childminder is calm and offers lots of praise and encouragement which promotes children's self-esteem. Arrangements are in place to accommodate children with special needs, for example, the childminder has a mini bus which enables wheelchair users to go on outings. Clear, simple explanations are given to children to help them understand about special needs awareness. Children learn about sharing and turn taking as they engage in playing card games with each other and the childminder.

Transition at the beginning of the day shows a trusting three way relationship has developed, as children separate with ease from their parents. They are extremely confident in their surroundings and relish their time at the childminders home. Parents have clear information about the setting and their child's progress, for example, policies and procedures are displayed in the hall and the parents of younger children receive a daily written report. The childminder supplies parents with newsletters occasionally to ensure they are kept up to date with events, for example, holiday dates. Verbal daily discussions take place between the childminder and the parents to ensure all individual needs are met effectively.

Organisation

The organisation is good.

The childminder is a very good role model and together with the assistant they are a cohesive team. They promote children's welfare, enabling them to participate actively

and make very good progress within a structured and safe environment. Children's experiences are enhanced by the childminders access to an excellent range of appropriate training and development opportunities. For example, child protection and Birth to three matters framework. The home is bright and organised in a way that allows children to access designated areas of play.

The childminder organises her working week effectively to enable children to extend their knowledge and understanding of the world successfully through outings, for example, Cannon Hall, Eureka, York railway museum, Lotherton bird garden and the Royal Armouries. Comprehensive policies and procedures are in place, the majority of which are organised. Documentation complies with regulations, most is stored appropriately and maintains confidentiality and security. Overall, the setting meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection two recommendations were made in relation to the childminder's personal development and recording emergency evacuation procedures. These have been addressed appropriately. The childminder has attended a varied selection of childcare courses which have enhanced her personal development. Emergency evacuation procedures are now recorded when practised. These help to ensure the care and welfare of the children.

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 develop the arrangements for the storage of toys and resources

- improve the organisation of policies and procedures and documentation.

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