



Inspection report for early years provision

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| Unique Reference Number | EY316779 |
| Inspection date | 22 March 2006 |
| Inspector | Mary Kilroy |

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| 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 2005. She lives with her 2 children aged 11 and 13 in Salford. The lounge, dining room, kitchen and upstairs bathroom of the childminder's house are used for childminding and there is a fully enclosed rear garden available for outside play.

The childminder is registered to care for a maximum of 6 children at any one time and is currently minding 1 child aged 2 full time and 2 children before and after school for various sessions. The childminder walks to a local school to take and collect children. She attends carer and toddler groups. The family have a dog and 2

rabbits.

The childminder is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children remain healthy as the childminder has a secure written policy on sick children which is made available to parents. The childminder contacts parents and isolates children where possible if a minded child in her care contracts an infectious illness. However, the childminder is flexible and sensible if she is only minding one child and the child is not very ill. Very young children are learning about blowing noses and are enthusiastic users of tissues. Children then dispose of the tissues and wash their hands. The childminder is using Birth to three matters well. She discusses health issues with children at an age appropriate level and gives gentle reminders throughout the day. Children wash hands after using and flushing the toilet and handling the dog and rabbits. Wet wipes are taken on outings and are used if hand washing is not available, for example on trips to local parks and the walks to school. Children enjoy helping to set the table. They wipe tables before and after play activities. Individual towels help to prevent the spread of infection and the childminder encourages independence and self help skills by providing a step/stand for younger ones to access the toilet and hand wash basin. Children have their own small sweeping brushes and enjoy sweeping the floor to see 'dirt'. Children understand that food dropped on the floor is dirty and should not be eaten as it would 'make you poorly'. Children are learning about remaining healthy from seeing clean areas of food preparation and the childminder's clean home. Good cleaning routines are apparent throughout the home including appropriate nappy changing procedures. Children understand about why they should wash hands before preparing food and they enjoy washing salad and making sandwiches or toast. They enjoy helping to take clothes out of the dryer, counting, pairing and pegging out the clothes on fine days. The childminder advises parents on her routine and planned outings and they provide suitable clothes, hats, Wellingtons and sun screen. Children are thus able to benefit from naturally occurring events and remain healthy in all weathers. Children know about germs at an age appropriate level. The childminder helps children to remain healthy and prevent the spread of infection by passing on information from schools on infectious diseases present to parents.

Older children can access fresh drinking water from the fridge as required and the childminder has ensured that everything in it is safe for them to do so. Children too young to ask are regularly offered drinks and they are readily accessible in their own cups. The childminder provides a good range of feeder cups and has a method of sterilising baby utensils to kill germs and prevent the spread of infection. Menus are available for parents to see and twice daily feedback ensures that they know what their child has eaten. The childminder can then provide breakfast if it has not been eaten at home. Children are encouraged to eat by preparing food with the childminder and she states that they always eat better on these occasions. The youngest child is cared for according to her own individual patterns for rest and

mealtimes. The childminder is sensitive to the children's needs and responds quickly when they are tired or hungry. She provides lots of choices and knows all children's likes and dislikes. She knows which children cannot have fizzy drinks as they make them hyperactive. Main meals and snacks provided enable children to make healthy choices, there is very little red meat, lots of chicken and frequent drinks usually of water or milk. No sweets with colourings are given. Reduced fat, salt and sugar options are offered where possible. The youngest child enjoys shopping at local shops and handling fruit and vegetables. The childminder demonstrates good understanding of providing individual diets to meet children's dietary or religious needs. Parents are consulted on all aspects of their child's diet. Children know which foods are good for the rabbits and what will make them grow and remain healthy.

The childminder walks to school and local parks with the children to feed the ducks and swans and exercise the dog. They have opportunities to use the large equipment and enjoy seasonal activities such as collecting natural materials or kicking leaves in Autumn. The childminder tries to get out with the children in all weathers and takes advantage of naturally occurring events, such as the recent snow. They discuss fresh air and exercise and children are beginning to understand that exercise is good for them, the dog, and the rabbits.

Children have opportunities for fresh air and exercise in the garden and the childminder has recently provided a tent, ball pool, bouncy castle, climbing frame and slide to enable children to practice their climbing skills and increase opportunities for larger scale activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming environment. They have space to move around in comfort in the well organised and safe surroundings. Children are learning about staying safe through routines, discussion and activities. Older children can access the toilet and bathroom independently and in safety, watched from the stairs by the childminder. Children's need for privacy in the bathroom is respected to encourage their self help skills. The childminder has a good balance of child sized and adult furniture and rooms are well planned.

Children stay safe as the childminder has good policies and procedures. Her written risk assessment covers all areas of the provision and the premises inside and out are checked daily for safety. Toys and equipment are clean, safe and suitable and are purchased to meet recognised safety standards. All age appropriate safety equipment, such as car seats and safety gates are in place and used inside and on outings. Children stay safe as the childminder has a secure and effective policy for emergency evacuation which is practiced with them. Older children know and understand the procedure and are beginning to take some responsibility for their own safety by participating and through discussion afterwards. The emergency plan was seen during a recent home safety check by Greater Manchester fire service, who visited at the childminder's request to advise. New smoke detectors with a ten year battery were fitted and these are regularly tested. Children understand about road

safety at an appropriate level. Those too young to understand the Green Cross Code can identify the red man and green man and are learning about safe places to cross. They take turns to press the crossing button. They understand about simple rules when outside, such as holding hands and looking and listening. Inside, they know the rules about safety, such as not to climb on furniture and keeping safety gates shut. They know about people who help them in the local area, such as policemen and the crossing patrol. They are learning about stranger danger at an age appropriate level to help them to keep safe. The childminder has recently renewed her first aid training and ensures that she regularly updates her policies and procedures.

The childminder has a good understanding of child protection issues and her policies and procedures are up to date. She has read a copy of the 'What to do if you are worried that a child is being abused' summary and ensures that her practice meets current requirement. She records significant incidents. She demonstrates good understanding of signs and symptoms of non accidental injury to children. Parents are aware of the procedures and of their responsibility to notify the childminder of injuries sustained at home. Good relationships built between the childminder and parents ensure that sensitive issues can be discussed more easily and parents are good at passing on relevant information that may affect their child.

Helping children achieve well and enjoy what they do

The provision is good.

Play is well planned around the individual needs of children under 2 for rest and mealtimes. Parents know the daily routine and play plans and provide Wellingtons and seasonal clothes so that children can participate fully whatever the weather. The childminder builds on children's likes and dislikes and ensures that their individual needs are always met. She uses Birth to three matters to good effect and has completed a treasure basket to enhance babies tactile experiences. The childminder uses a Birth to three progress form to monitor children's progress and this is shared with parents. Children enjoy activities on shape, number and colour and are learning well. The childminder devotes all her time to talking to and playing with the minded children. She introduces new words and is interested in what they say and do. Younger children have good vocabulary for their ages and are very bright, contented and happy. Lots of one-to-one attention is given during the day and all age activities are provided after school so that one-to-one attention can be given to older children at this time. Occasionally younger children 'help' at this time. Younger children thoroughly enjoy helping with small tasks, such as emptying the drier, sorting and pairing socks, and feeding the rabbits. Children enjoy a play dough activity based around shapes and colour. Very young children have good understanding of number, colour and shape. They have opportunities for mark making using a variety of materials. They handle tools well and have good coordination. Children are absorbed in the play activities and concentrate well for long periods of time. They are beginning to distinguish right from wrong through stories, taking turns and encouragement from the childminder to consider the needs of others throughout the daily routine. Children are making good progress and are very settled and happy. Children enjoy songs, stories and number rhymes such as five current buns and five little ducks. They enjoy playing alone or with the childminder. They take turns to listen and respond and are

learning to value the contributions of others. The childminder uses book and toy libraries to good effect, such as borrowing story, toy and holistic sacks to enhance children's play experiences. She reviews and increases her toys and equipment regularly as the children's needs change.

The childminder plants and grows with the children and they have opportunities to see what grows above or below ground and observe mini beasts. The walk to school is used as a learning experience, identifying colours on doors and numbers on cars. Toys and activities are accessible for children to move around freely and to self select. The childminder is sensitive to the needs of children in her care. She knows when they have had sufficient time with an activity and skilfully intervenes and adds to or extends the basic play.

Helping children make a positive contribution

The provision is satisfactory.

Children access toys and activities that promote equality of opportunity in every area and anti discriminatory play. They watch appropriate television programmes showing positive images and all children are encouraged to try all areas of play regardless of gender, race or ability. Children take part in activities that promote similarities and differences. Children are learning to value and celebrate differences and develop positive attitudes to others. They observe and know about people who help them, such as the lollypop lady in the local community. They enjoy watching the dustbin men at work and are learning about why they wear gloves and why bottles and papers are saved for recycling. The childminder introduces foods from other cultures for children to sample. She has a positive attitude to all areas of equality which she tries to foster in children by presenting only positive images of others in the equipment and toys provided. The childminder has a secure settling in policy which is tailored to each child's individual needs. Children are prepared for visitors and new children and consequently feel secure and confident to chat.

The childminder has no children who have special needs at present. Children watch a 'Cbeebies' programme on signing. The childminder discusses the programmes with minded children at an age appropriate level to encourage them to value difference. Babies' individual requirements for rest and feeding are met and the daily routine is fitted around them. The childminder demonstrates good understanding of children's development and of planning for the next stages. Inclusive play activities are planned with each child supported at a level according to their need. Children have access to all areas of play and are encouraged and supported to try everything. 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.

The childminder provides a good role model for positive behaviour. Children are confident because the childminder is consistent in her approach to managing behaviour. They know the boundaries and understand the few simple rules. The childminder uses only positive strategies for managing behaviour such as distraction to another activity for younger children. Her stimulating and varied activities and

skilful intervention ensures that children are never bored or restless.

Parents are positive about the childminder's provision. They are happy with the twice daily comprehensive exchange of information. Children benefit from the good relationships built up between parents and the childminder.

Organisation

The organisation is good.

The setting and activities are well organised. The childminder has good routines and clear expectations and children are confident 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 helping to prepare healthy food. They are settled and happy. The childminder involves the children in small daily tasks around the home, such as sorting and pairing clean clothes, washing salad and preparing toast 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. The childminder attends training to ensure that her practice is current and meets all the individual needs of children in her care. She records significant incidents and keeps a log of parent's complaints.

Written records are kept to a high standard with minor omissions. The childminder has agreed to add the child who is uncollected to her lost child policy and to add food poisoning to the list of notifiable diseases. Records are safely stored and are shared with parents. They are up to date and are regularly reviewed as needs and children change. There is a twice daily verbal exchange of information with parents to ensure that they are kept informed and involved in the care of their child.

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

Improvements since the last inspection

Not Applicable

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):

- add the child who is uncollected to the lost child policy and food poisoning to the list of notifiable diseases.

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