



Inspection report for early years provision

Unique Reference Number EY318274
Inspection date 08 May 2006
Inspector Mary Kilroy

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 husband and two children aged 7 and 2 years in Salford, Greater Manchester. The whole ground floor of the childminder's house and all upstairs rooms except for the rear bedroom are used for childminding.

The childminder is registered to care for a maximum of four children at any one time and is currently minding two children, aged 2 and 9 months, on Monday to Thursday. The childminder walks and drives to local schools to take and collect children. She attends local carer and toddler groups. The family has a cat and goldfish.

The childminder has a Cache diploma in Nursery Nursing. She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The childminder encourages hand washing after using and flushing the toilet, playing out, before and after meals and handling the cat. Through gentle reminders and age appropriate explanations, children are beginning to understand that germs on their hands might make them poorly if they put them in their mouths. Young children know that food dropped on the floor is dirty and should be thrown away. Appropriate and effective nappy changing procedures were observed and good cleaning routines throughout the home were evident. The childminder gently reminds and encourages children who are toilet training. She ensures that her methods match those of the home environment for consistency and meet children's individual needs. The childminder notes and regularly reviews allergies and the noted individual needs of all children. She carefully observes them. The childminder has an effective policy for children who are sick or recovering. Children are made comfortable until a parent arrives and the childminder would try to isolate them, if infectious. Recovering children are kept rested, warm and well hydrated. Favourite foods are offered if they are not eating well. The childminder is flexible and recognises issues for working parents. She helps parents out if the well-being of other children is not compromised. The childminder passes on information from schools, about infectious illnesses present, to parents to help prevent the spread of infection. Children are provided with individual towels. Administration of medication and recording was correctly completed and signed by parents. The childminder has a cat and there were no issues around the care or health of the pet. Children enjoy helping with small everyday tasks around the home, such as using mini dustpan and brushes and sorting washing.

Menus are available for parents to see and there is daily exchanging of information on what children have eaten and new foods tried. The childminder has very good understanding of the children's likes and dislikes. Children thoroughly enjoy pitta bread pockets and helping to fill them. One likes tuna and cheese and another just tuna in their pitta bread pockets. Both like jacket potatoes. Children are given lots of choices wherever possible. They are good eaters and mealtimes are happy and social occasions as the childminder sits with them. She tries to be a good role model in her own eating habits. Children are encouraged to eat as the childminder helps them to help prepare simple snacks, such as making sandwiches, crumpets and toast. Older children learn about foods which are good for teeth and help them to grow. The childminder prepares home cooked meals, such as shepherd's pie and spaghetti bolognese, using fresh ingredients. Parents may provide their own food if they wish and they usually prefer to do this if minding a baby. Fresh drinking water is always available in fruit shoot containers and the childminder has a variety of age appropriate bottles and feeder cups. Older children can access water independently to encourage their self help skills. Baby is enabled and encouraged to start feeding himself by helping to hold the bottle. The childminder has a method of sterilising baby

equipment. Children thoroughly enjoy snacks of fruit, raisins and crumpets. Low salt and sugar alternatives are used where possible and the childminder has a sensible approach to occasional treats, with parents permission. She has had experience of egg allergies in the family and gave a good reflective account of how foods containing egg were gradually introduced to the diet. She demonstrates good understanding of providing individual diets to meet dietary needs. The childminder plans her routine and activities around the needs of under 2-year-olds for rest and feeding. She is very sensitive to their needs and quickly responds when baby is tired or hungry. Children are allowed to sleep for as long as they need. Baby has good routines and the childminder fitted in with the routine given by his mum.

Children enjoy activities which contribute to their good health. Close proximity to local parks, outside play area and sometimes walks to school enables them to have fresh air and exercise. They have opportunities to enjoy games that encourage running around and to practise larger physical skills. Older children discuss taking deep breaths and having fresh air with the childminder. She tries to get children out in all weathers and to take advantage of naturally occurring events, such as snow. She liaises with parents to ensure that children always have suitable and spare clothing and keeps good supplies herself. Thus children can enjoy splashing in puddles with boots on, cross the water to feed the horses and observe wildlife, dig and observe mini beasts and feed the ducks. If they get a little wet, clothes are changed. Sun creams, shade and hats are provided in hot weather. Children have opportunities to access large equipment indoors at carer and toddler groups. They have opportunities for music and movement at the childminders. The childminder has large play equipment for children to access.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children remain safe as the childminder has very good awareness of safety. She promotes this through effective discussion with the children of any relevant issues as they arise. The premises are warm, safe and welcoming and have sufficient space to enable children to move around freely and in comfort. Children self select favourite toys, which are accessible to them. The childminder has a good balance of child sized and adult furniture and rooms are well planned. There are lots of opportunities for babies to pull themselves up using furniture and the childminder plans well for the next stage of mobile babies to prevent accidents. Children are learning about staying safe through routines, discussion and activities.

The childminder has all age appropriate safety equipment in place, and toys and equipment provided are purchased to meet appropriate safety standards and are regularly checked for safety and cleanliness. They meet all children's individual and developmental needs and the childminder is very skilled at providing inclusive activities for a wide age range of children. She extends and adapts play to stimulate older children and ensures that babies are included and stimulated too. Older children are beginning to take responsibility for younger ones safety. They know about closing safety gate and picking up small pieces where babies are crawling.

The childminder carries out risk assessments of all trips, such as to local parks and to feed the ducks and horses. Premises inside and out are checked regularly. Children know and understand rules on outings, hold the buggy, walk inside, 'look both ways'. Older children know and understand the green cross code. Younger ones can identify red or green man and they enjoy taking turns to press the crossing button. Children have opportunities to practise road safety skills on the play crossing at playgroup. Children discuss stranger danger with the childminder at an age appropriate level and know whom it should be safe to turn to in an emergency. There is a good effective emergency evacuation procedure in place and it is practised with children. Older children are starting to take responsibility for their own safety and that of younger children. The childminder has taken advantage of the home safety check offered by Greater Manchester Fire department and now knows that her premises are extremely safe. Smoke detectors are guaranteed for twenty years and for additional safety, when children are sleeping upstairs, the childminder is fitting a fire window.

The childminder has very good understanding of child protection issues and all policies and procedures are up to date. She agreed to read a copy of 'What to do if you are worried that a child is being abused...' (summary) and she has the latest flowchart. She ensures that her practice meets current requirements and any that supersede these. She records significant incidents. She has 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 bumps and bruises 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. Times of arrival and departure are meticulously recorded and the childminder has good policies for the child who is lost or uncollected, shared with parents. Existing injuries are recorded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are absorbed in their activities and play well together. The childminder devotes all her time to talking and playing with them and is interested in what they say and do. She introduces new words and rich language to extend children's vocabulary. They are enthusiastic talkers and take turns to listen and respond. Good written and evaluated play plans ensure that all children's individual and developmental needs are met. Children relate very well to each other and the childminder. Children show consideration for others and are encouraged by the childminder to be supportive of each other. They are especially sensitive to the needs of the baby and enjoy helping with his care.

The childminder plans her activities very well for all the children, providing very good resources to support these and all other activities. There is a good balance of structured activities and free play, adult initiated and child led activities. The childminder shows good understanding of how children learn by adapting activities to meet the differing needs of all children present. She responds quickly when they are tired, hungry or flagging to ensure that they are fit to play well. The childminder has

good knowledge of the children in her care and builds on their interests when planning for play. Both presently enjoy dolls and pram.

Play is always planned around the individual needs of under 2-year-olds. Babies receive lots of stimulation, warm cuddles and close contact with the childminder. She always responds and answers their baby talk and has built close relationships with all the minded children. Children thoroughly enjoy activities and songs on shape, colour and number, such as 'five little speckled frogs' or 'little ducks' 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 when baby is asleep.

Children handle tools well and have good co-ordination. The 2-year-olds handle cutters and rollers with dexterity and identify shapes well. Children are absorbed in the play activities and concentrate well for long periods of time. They thoroughly enjoy making the play dough, mixing, discussing more than and less and nearly full. They understand half full and spoonfuls and enjoy choosing and mixing a colour. The 2-year-olds know several colours. Children compare colours. 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. 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 reviews and increases her toys and equipment regularly as the children's needs change. Children have good opportunities to enhance their tactile play experiences as the childminder uses lots of natural materials. The walk to school is used as a learning experience, giving children opportunities to identify colours on doors and numbers on cars. The childminder is sensitive to the needs of all 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 good.

The childminder demonstrates a positive approach to providing for all areas of equality. She has good books and small world people. The provision positively reflects all areas of equal opportunities. Children access a variety of television programmes giving positive images of all areas of equality, including signing. There is an effective settling in process tailored to each child's individual needs. Other children are prepared for settling in visits and visitors. The childminder regularly reviews her toys and equipment as needs and children change. She has a positive attitude herself to inclusion and ensures that this is fostered in children by being a good role model and providing appropriate equipment. Older children talk about and take part in activities around valuing differences. Children are learning about their own environment and the wider world through books and frequent local visits. They have opportunities to dig and observe mini beasts, feed ducks and horses when they cross the water to the meadows. They enjoy seeing the building site and trucks, they

discuss safety and wearing hard hats using 'Bob the Builder' books as reference. Children make Easter and Mothers' Day cards.

The childminder is supporting a child with speech and is doing extra language and singing activities. Children understand about signing from watching television programmes. Babies individual requirements for rest and feeding are met very well and the 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.

Good behaviour management strategies are in place, with only positive methods of managing children's behaviour used. The written behaviour policy is discussed and agreed with parents for consistency. Children are encouraged to say please and thank you. The childminder tries to turn negative language into positive and always gives clear explanations. She uses stickers as reward. Children are confident and know the boundaries and simple rules, often around safety. The childminder discusses ground rules with the children and will always consider their views. She always explains why particular behaviour is unwanted and the consequences for themselves and others. Children are happily occupied and good examples of extending play activities to prevent boredom was seen. Lots of praise is given for wanted behaviour as it naturally occurs. Children are good at taking turns, but are too young yet to fully understand sharing. The childminder has experience of managing children's behaviour in groups from a previous post as a nursery nurse. She provides a positive and consistent role model for behaviour.

Excellent relationships with parents are apparent. They are consulted on every aspect of their child's care. Individual needs are noted and regularly reviewed as they change. Parents are very pleased with the care provided and progress made. They feel well informed and involved in the care of their children.

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 and recalling their experiences and making choices and decisions on their play. They enjoy helping to select and prepare healthy 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. The childminder attends training to ensure that her practice is current and meets all the individual needs of children in her care.

Written records are kept to a high standard and are shared with parents. They are up to date and are regularly reviewed as needs and children change. There is 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):

- further improve experiences for children and build on established good practice by using the Birth to three matters framework 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