



## Inspection report for early years provision

<b>Unique Reference Number</b>	257024
<b>Inspection date</b>	26 April 2006
<b>Inspector</b>	Lesley Barrett

<b>Type of inspection</b>	Integrated
<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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The childminder was registered in 1995. She lives with her husband and four children aged 17, 15, 11 and 1 year in Peterborough. The provision is called 'Dilly Ducklings'. The whole of the ground floor is used for childminding purposes and a bedroom on the first floor is available for children to sleep. A fully enclosed outdoor area is available. The family have a dog, two cats, a rabbit and a hamster. The childminder co-works with another registered childminder and two assistants.

The childminder is registered to care for a maximum of five children at any one time when working alone and up to eight children when working with her co-childminder and two assistants. When all adults are working together, there are currently eleven children being cared for, all on a part-time basis. Of these one child is in receipt of nursery education funding.

The childminder is member of the Peterborough Childminding Network, and has completed an EYDCP Quality Framework Award. The childminder is an accredited childminder and is in receipt of funding for nursery education.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a warm clean home. The childminder has good hygiene procedures in place to promote children's learning and development in this area. She encourages children to wash their hands prior to eating and after using the toilet. Their health and well-being is further protected as the childminder recognises the need to ensure that the outdoor sandpit is kept covered when not in use. She also ensures that parents are aware of the need for their child to wear sun hats and lotion and provides opportunities for children to play in the shade when using the garden. Parents are encouraged to provide face cloths and tooth brushes for their children, in addition to this the childminder ensures that individual wipes are provided for each child.

Children are developing an understanding of healthy eating through the childminder's awareness of the need to promote this. Their dietary needs are clearly recorded, their likes and dislikes are understood by the childminder and she respects these. They are offered healthy and nutritious snacks which include variety, such as raisins, cheese and rice cakes. A healthy eating policy is in place and cooked meals are offered using fresh and where possible, organic ingredients. Children are gently encouraged to have frequent drinks to ensure their good health is promoted. Snack and meal times are effectively organised, with the childminder and other adults all sitting together promoting a valuable social time.

The childminder has a clear understanding of how to deal with accidents and administer medication. She and the other adults working with her have all attended an approved First aid course. A fully stocked first aid kit and a clear understanding of the need to record accidents, ensures that children's minor first aid needs are dealt with and that the parents are made aware of when their child has sustained an injury.

Children benefit from physical activities which helps to increase their awareness of the importance of taking regular exercise as part of a healthy life style. They are provided with opportunities to go on walks within the local area, they enjoy collecting conkers and leaves from the local church yard. The childminder makes effective use of the garden, particularly during the summer months when it is used as an extension of the indoor play area. Children have opportunities to develop their physical skills through the use of ride on toys, scooters, bats and balls. The childminder has recently introduced a 'fort', for the children to use which enables them to develop their climbing and balancing skills. Children develop their fine muscle skills and hand and eye co-ordination, as they use crayons and pencils to draw, small world toys, puzzles, construction toys, arts and crafts materials.

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

The provision is good.

Children are cared for in an environment where risks have been identified and minimised. Their safety is promoted as the childminder has paid particular attention to areas of risk. For example, open doors are secured to help prevent the risk of children's fingers becoming trapped, stair gates prevent entry to unused areas, such as the first floor and the garden is fully enclosed. All adults working with the children wear slippers, to protect children's fingers and toes. Children are also encouraged to change their shoes when playing inside to prevent the risk of cross contamination as babies crawl on the carpets. Children learn about keeping themselves safe as they are reminded about the dangers of running indoors and are provided with opportunities to practise the emergency evacuation procedures.

Children are cared for using appropriate equipment and the childminder ensures that this is always safe. Children can independently access resources from the varied range provided by the childminder. The effective use of the premises allows children to play freely choosing where they would like to play. The childminder ensures that the range of toys are age appropriate and prevents younger children from having access to small pieces which may be hazardous.

Children's welfare is promoted, as the childminder has all necessary documentation in place which would allow her to act in the event of an emergency. Effective systems are in place to record when children and adults are present. Permission is gained if children are to be collected by another adult and for the childminder to seek emergency medical advice or treatment for children. The childminder is currently studying towards a child protection qualification and her co- childminder has attended recent training in this area. She has a clear understanding of the procedures to follow should concerns be raised ensuring children's safety and welfare is paramount.

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

The provision is good.

Children are happy, relaxed and confident in the childminders care and very much enjoy the time they spend with her. They engage in a range of exciting and stimulating activities as the childminder recognises the importance of play in a child's development and plans according to children's individual interests and stages of development. They enjoy a varied range of activities including cooking, colouring, construction, stories and outdoor play. The needs of younger children are recognised as activities are adapted to suit their needs. For example, older children help prepare the snack whilst younger children help to hand out the plates. The childminder uses the 'Birth to three matters' framework to recognise areas of development for children and records their progress. However, this is primarily used as a tool for recording children's development and is not necessarily used when planning activities, to fully enhance their development.

## **Nursery Education**

The quality of teaching and learning is satisfactory. The childminder has a sound understanding of the early learning goals and children are making steady progress. Although no daily plans

are in place, she is aware of the need to offer a variety of activities to ensure children receive a balanced curriculum across all six areas of learning. Plans are in place for 'focused' activities, however these do not always fully identify the purpose of the activity, what the adults role is and how they can be further developed to enhance the child's learning. Observations are made of children's learning and are used to record their development against the stepping stones. Through recording children's developmental progress the childminder is able to identify their next steps for learning, which she tries to incorporate when planning focused activities.

Children show increasing independence in carrying out activities, such as taking themselves to the toilet, and helping with the preparation of snack. They show good levels of interest in activities, such as exploring 'gloop' and making textured rubbings in the garden. The childminder is skilled in talking to the children and encourages them to answer open ended questions. For example, 'how many teaspoons will it take to fill that scoop'? and 'what does that feel like'? Children enjoy listening to stories and using rhyming words, they join in with making animal noises when singing 'farmers in the den'. However, there is limited labelling in the environment and opportunities for children to recognise their own name. Children are provided with some opportunities to participate in meaningful mark- making activities, such as making rubbings, crayoning and painting. Although, these are limited and resources are not always readily accessible to allow children to access these spontaneously.

Children engage in interesting activities that develop their natural curiosity, such as building a butterfly house, making a compost hedgehog and growing plants. They are provided with good opportunities to build and construct through the use of resources, such as duplo and junk modelling. The childminder uses effective questioning to develop children's learning and introduces mathematical concepts asking, 'Is that lady to big to fit through the door'? 'How many wheels have you on your car'? Through everyday play the childminder encourages mathematical speak as she asks how many spades it will take to fill the bucket and the shape of crackers at snack time. However, there are limited opportunities within the environment for children to recognise numbers.

Children enjoy creative activities, they play with dough, sand, water and have made their own money to use in their role play, such as going shopping. They develop their skills as they are provided with various painting and craft opportunities, such as hand printing, collage and making cards for special occasions.

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

The provision is good.

Children are confident and self-assured. They benefit from the childminder's knowledge of their individual needs and family circumstances and she values them as individuals. The childminder ensures that all activities are made available to all children and has a good understanding of how to promote equality and recognises children's individual abilities. Children's knowledge and understanding of other cultures and ways of life are promoted, as the childminder provides a range of resources and activities to increase their understanding. For example, they celebrate St George's Day, Chinese New Year and through visits from the vicar and trips into the local community they learn about the wider society.

Children behave well. They develop a sense of belonging as they choose their own resources and help tidy away when they have finished playing, helping to promote good behaviour. Children have a clear understanding of what is expected of them and are beginning to recognise the difference between right and wrong. The childminder uses positive techniques which are beneficial in calming children down if they become disruptive. For example, she uses distraction by providing different activities. Effective use is made of praise and encouragement through everyday activities to promote children's self-esteem and the use of good manners is consistently reinforced, fostering children's spiritual, moral, social and emotional development.

Partnership with parents and carers is good. Effective informal relationships between the childminder and children's parents ensures they are well informed about their child's day, what they have eaten, activities they have enjoyed and general information. Daily diaries are in place for those parents who wish for them to be used. Regular newsletters about the setting ensure that parents are kept informed of any changes and current themes. Parents are provided with the opportunity to view the childminder's detailed portfolio which includes information on policies and procedures, documentation required, information about the 'Birth to three matters' framework and the curriculum guidance for the foundation stage. This enables parents to ensure that they are fully aware of the type of care, learning and activities provided for their children. Parents opinions about the service are sought through questionnaires and appropriate action is taken to address any points raised to ensure the continuing needs of children are met.

## **Organisation**

The organisation is good.

Children benefit as the childminder is well organised and plans her day accordingly to ensure that children's individual needs can be met. She plans a varied range of experiences and involves the children in this providing them with a good balance of activities inside and outside the home. Effective use is made of the limited space available and due to successful deployment of other adults working with the childminder, children are able to move freely and make choices about where they would like to play, whether it be inside or in the garden.

Leadership and management is satisfactory. The childminder has a sound understanding of the early learning goals and is a good role model for other adults working with her. She plans a variety of activities to ensure children receive a balanced curriculum across all six areas of learning. However, some opportunities for learning are missed and planning does not always contain sufficient information to develop children's learning and ensure that other adults are aware of the purpose of the activity. Children's overall development and welfare is effectively promoted by the childminders ability to evaluate the provision offered, she recognises areas for improvement and seeks help from other professionals to enable her to improve her practise.

The childminder has a sound understanding of the required documentation and in addition to this seeks parental permission for many other issues, to ensure that children's individual needs are met and that parents are happy with the care offered. A comprehensive portfolio is provided about herself and other adults working with her, information on their suitable person clearances and qualifications, policies and procedures is provided. This helps them to understand how she meets the requirements of the National Standards and promotes good outcomes for children.

Consequently, the childminder meets the needs of the range of the children for whom she provides.

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

At the last inspection the childminder was asked to ensure that individual records for assistants are available on the premises, amend daily record of attendance to include staff details and that all emergency contact numbers were in place and up to date. These have all been addressed and have a positive impact on the care of the children.

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

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.

There have been no complaints made to Ofsted since the last inspection.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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.

The quality and standards of the nursery education are satisfactory.

### **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):

- continue to develop the 'Birth to three matters' framework

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities for children to readily access resources for mark making and explore a range of text through everyday activities
- increase opportunities for children to recognise numbers through everyday activities
- develop planning for focused activities.

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