

Inspection report for early years provision

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Inspection date	17/11/2009
Inspector	Sandra Hornsby
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1994. She lives with her husband and children aged 15 and five years in Fletton, Peterborough, Cambridgeshire. The whole of the downstairs is used for childminding. This includes, the front room, a dining room, a conservatory and kitchen. Downstairs toilet facilities are available. A safely enclosed rear garden is available for outdoor play.

The provision is called 'Dilly Ducklings'. The childminder works with a co-minder and two assistants. Both assistants hold an appropriate childcare qualification, one at level 2 and one at level three. Both childminders have equal responsibility for the childminding practice. The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range, when she is working alone. When she minds with a co-childminder or assistants together they may care for a maximum of nine children at any one time. Currently there are 13 children on roll. She also offers care to children over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is member of the Peterborough Childminding Network, and has completed a Quality Framework Award. The childminder teaches using the Foundation Stage Curriculum and is in receipt of early education funding for two, three and four-year-olds. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The family has pets. The childminder collects children from the local school and attends groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is receptive to the needs of individual children in her care and focuses her attention on making sure children are valued and their individuality respected. Children play in an environment that is interesting and stimulating and they are making good progress. Systems are in place to monitor and assess children's abilities and devise their next learning steps. This enables the childminder and co-minder to provide good quality care and learning opportunities. The childminder has effective systems and high regard to safeguarding children. The childminder fosters close working relationships with parents and others, providing them with good quality information to support continuity of care. She uses effective systems to monitor and evaluate her practice and she clearly identifies key strengths and areas for development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the recruitment procedure.

The effectiveness of leadership and management of the early years provision

Adults are suitable to work with children, and there is a system in place to supervise anyone who has not been checked. The childminder demonstrates a high commitment to promoting children's safety. Arrangements for identifying any child at risk of harm are in place and assistants are fully aware of procedures. Safeguarding duties and regulations are met fully. Children are taught to be careful and be aware of their own safety. Vetting procedures are in place, and both childminder and co-minder take responsibility for the recruitment process. Although the process is robust, information verifying suitability is not maintained, for example, references and health suitability. The childminders jointly take responsibility for maintaining appropriate records. All required documentation is in place and is appropriately maintained to ensure the efficient and safe management of the provision.

The deployment of staff and resources are effectively organised to support learning and development. Resources are good quality and fit for purpose and the childminder and co-minder ensure the environment is fully sustainable. The childminder meets with her co-worker to discuss how children have responded to activities and how they can build on their skills and interests. Because activities are closely matched to their individual stages of development, children enjoy learning and make good progress in all areas. The childminder is aware of children's individuality and ensures information is up-to-date to accommodate children's changing needs. They have effective systems in place to help adults identify a child's need for additional support as early as possible. As a result, information is shared with parents and other agencies to ensure each child gets the most appropriate support. The childminder supports parents while liaising with other agencies. They follow guidance from other professionals and include specific learning programmes for individual children to further support their learning and development.

Partnerships are well established with parents who make good contributions to the childminding service. Parents are asked their views and changes implemented to accommodate parent requests. Parents see children's files, photographs, observations and assessments regularly and most happily contribute ideas and share new information about their children. Information about children's routines, likes, interests and development are updated regularly to make sure the service provided is individual to the child. Parents are welcomed into the setting and happily talk to the childminders about the children's day and events taking place.

The childminder is highly motivated and committed to her childminding practice and makes good use of monitoring activities to build on the already good practice. The self-evaluation and key strengths are realistic and action taken is managed well to improve the outcomes for children. Recommendations made at the last inspection have been addressed to a high standard.

The quality and standards of the early years provision and outcomes for children

The childminder has a good understanding of the learning and development and welfare requirements and promotes children's learning, social, physical and emotional well-being. An interesting, well-equipped and welcoming environment reflects children who attend the provision. Children's art work and pictures of their family help them to feel safe and secure. Simple and basic words in different languages are displayed for adults to use with children who want to use their home language. The childminder works along-side a co-minder and assistants who are deployed effectively and work as a team to support children's learning and welfare. As a result, their needs are met well through good quality interaction and adults being caring and considerate to all the children. Children have good relationships with the childminder and enjoy her company and involvement during activities. She uses challenging questions to extend children's thoughts and imagination. She offers an environment that enables children to access equipment of their choice. They make their own decisions and confidently move about using equipment and exploring the environment.

Children dress and wrap dolls in blankets and cuddle them in a caring way while the childminder talks to them about the care babies need. Younger children join in and watch how the children cuddle and dress the dolls, then copy them. Children enjoy helping to prepare lunch where they measure and weigh ingredients to make Yorkshire puddings. They use calculation to work out how many more spoons they needed for the children and talk about recycling the containers and giving the carrot peel to the rabbits. Consequently, children are beginning to make connections in activities between different areas of learning. For example, problem solving and reasoning with knowledge and understanding of the world and caring for others. Children are enthusiastic about their day and enjoy the routines of outside play and story time. Lunch time encourages children to talk about their food and what they eat and they actively enjoy the company of their peers, chatting about their day. Children have opportunities to explore their curiosity of diversity. They learn about how children in other countries live and use resources and activities to understand and appreciate others.

Planning and observations are done jointly by the childminder, her co-worker and assistants. The childminder has the role of collating the information and adding it to children's profiles that are shared with parents. Adults use a variety of observations and devise next steps in all areas of learning. They use a range of information to assess children and plan for their ongoing development. Planning is basic and flexible but takes into consideration the individual learning needs of each child and as a consequence children are progressing well.

The childminder has a good knowledge of nutrition and is aware of requirements and the dietary needs of the children in her care. Both childminders plan a varied menu, which is both healthy and appetising and generally are made from scratch. Children are beginning to understand about exercise and enjoy regular opportunities to engage in physical activities and outside play. Children are learning to adopt a healthy lifestyle. The childminder has a current first aid

certificate and is able to treat children appropriately if they have an accident. Children are protected from cross-infection and they use everyday tasks and routines to learn about hygiene and keeping themselves safe. Babies feel secure and confident as adults have a good understanding of their needs and organise their routines. Good quality risk assessments done as a staff team are thorough and eliminate risks. They consistently review and update any issues to ensure children remain safe.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) 03/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare register. 03/12/2009