

Inspection date

Previous inspection date

24/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children independently access some interesting activities. As a result, they are happily engaged and are beginning to explore and follow through their own ideas.
- Children are forming secure attachments with the childminder who provides calm, nurturing support and consistent routines. Consequently, children know what is expected of them and are developing caring and helpful attitudes.
- The childminder has a secure understanding of how to promote children's good health and to keep them safe.
- Children's personal and social skills are positively fostered. The childminder promotes independence and makes good use of local resources to extend social experiences.

It is not yet good because

- Arrangements for assessing what children can do are not yet fully in place. The childminder is not making the most of what she knows about children's learning to plan for their progress, which is variable across the areas of learning as a result.
- Some useful methods for sharing information enables the childminder and parents to successfully meet children's care needs. However, there are no clear strategies to share information and plan together for children's progress.
- Whilst an attractive display inspires some interest in books, the childminder is less secure in using other strategies to support children's communication and language development in play.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two main ground floor rooms.
- The inspector spoke with the childminder at appropriate times throughout the observations and snack time.
- The inspector looked at children's records, activity diaries, the childminder's training records and a selection of policies.
- The inspector also took account of the views of a parent given in writing.

Inspector

Angela Rowley

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged one and four years in the Little Hulton area of Salford, close to shops, schools and public transport links. The whole of the ground floor is used for childminding, which includes the lounge and the dining-kitchen. Access is also provided to the first floor

bathroom and there is a fully enclosed rear garden for outdoor play. The family has a pet cat.

The childminder takes children to and from the local primary school. She attends groups at the local Children's Centre and visits local parks with the children. She provides care each weekday and on Saturdays and Sundays by arrangement. At present the childminder has five children on roll, two of whom are in the early years age range and attend on a part-time basis.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use assessment as an integral part of identifying children's learning priorities, both on entry and on-going, in order to shape and deliver challenging learning experiences to help children make good progress in all aspects of their learning and development.

To further improve the quality of the early years provision the provider should:

- extend engagement with parents by: - encouraging them to contribute more information to initial assessments of children's starting points - sharing information about progress and how they can promote their children's learning and development at home
- foster children's enjoyment of spoken and written language by: - building on the attractive book area and the loan of story sacks whilst extending ways of listening to and enjoying stories - increasing the use of statements and commentary in play and asking more open questions with many possible answers.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder instinctively and spontaneously provides relevant experiences that meet the needs of the children. However, the educational programmes do not yet ensure sufficient depth and breadth across all areas of learning to fully enhance children's learning. She provides some interesting play experiences which ignite children's curiosity and as a result, they are beginning to investigate using their senses and their imaginations. Children explore a variety of mediums, such as dough, dry pasta play and water. They notice the citrus scent of the home made orange play dough and the smell of mint infused green water. They fill and empty tubs and containers exploring capacity and mould their dough into snake shapes, using cutters and rollers to explore the marks they have made.

Children are becoming keen learners and display some of the characteristics of effective learning. They are beginning to think and follow through their own ideas, supported by the effective organisation of the resources in the setting. Children look for items of their choice and are able to make independent selections from baskets stored on low level open shelving. For example, children self-select wooden blocks and build towers. This play extends to using rectangular shaped blocks to make bridges. Immediately children look for and access small wooden trains to run underneath, beginning to explore how to problem solve in making their bridge taller. This extends their play for a sustained period.

An appropriate range of books are attractively presented and are freely accessible to children. They show some interest and sit quietly exploring ones they like. The childminder also uses story sacks loaned from the children's centre to extend children's interest. However, she is less secure in her understanding of how to extend children's communication and language in play. She questions children which makes them think, although rarely asks open ended questions or offers running commentary to enhance communication.

Arrangements for assessing children's attainment at the start of the placement and on-going are not yet securely in place. The childminder has yet to implement the progress check at age two but is generally able to identify what the children in her care are able to do. This means she can provide relevant activities for them. However, although all children do make progress, planning is not systematic enough to challenge children or help them make the most of the activities provided as no clear learning objectives are identified.

The contribution of the early years provision to the well-being of children

Children settle well due to an effective admission process. Time is taken to establish relationships and to obtain useful information from parents about children's general starting points, detailed care needs, and home backgrounds. As a result, the childminder is able to talk to children about their family members and experiences familiar to them. This helps them develop a positive sense of themselves. The calm and nurturing care they receive means that children enjoy the childminder's attention and affection. The secure routines help children know what is expected of them and, as a result, they display caring and helpful attitudes. For example, joining in readily with tidy-up time and offering the childminder an instrument to join in with when they notice she doesn't have one.

The promotion of healthy and safe lifestyles is given high regard. The childminder conducts comprehensive risk assessments of her home and for outings. As a result, children move freely and safely between the kitchen and lounge to access planned activities or resources of their choice. High standards of hygiene are adopted and children are becoming confident with self-care routines. They learn to make healthy food choices and ask for banana at snack time. The childminder responds to their preferences whilst also introducing new fruits such as, blueberries or kiwi to broaden their experiences. Food activities promote healthy eating, and children have baked home-made pizza and banana bread. Daily outdoor activities are provided with some free access to the garden and regular trips to the large play equipment at the children's centre or local park. Regular

trips out into the community and attendance at groups supports children's understanding of the wider world. These outings also extend their social experiences thus helping them develop social confidence and preparing them for their future transitions to nursery or school.

The effectiveness of the leadership and management of the early years provision

The childminder's knowledge of the safeguarding and welfare requirements is strong and children's safety is well promoted. However, she is less secure in her understanding of the learning and development requirements particularly in planning for individual children's progress. She is in the early stages of providing a childminding service. However, she is keen and committed to continually developing her understanding of requirements and good practice. For example, through training and by using her already established links with her local authority and other providers. She has completed all required training in addition to a number of other short workshops. As a result, she has been able to implement some new ideas to enhance her provision and to support children's learning and development. For example, following food safety training she achieved five stars in her hygiene inspection, and following a session exploring letters and sounds she has begun to introduce phonics in play, such as 'sssssss' when making the playdough snake. Some improvements have been made to provision since registration in response to children's needs and some reflection of her practice. Other relevant training has already been planned in response to identified areas for development. This evidences some developing self-evaluation, although the process is not yet systematic as there is no clear tracking of children's progress or monitoring of activities to identify weaknesses in provision.

Some effective communication with parents makes a strong contribution to meeting children's care needs. Parents comment positively about the 'smooth transition with pre-visits'. Parents also notice the impact of the setting on their child's personal, social and emotional development, commenting that their child 'has come on leaps and bounds with his confidence'. The childminder uses various strategies to inform parents about children's activities and learning, including the completion of daily diaries. They work in partnership on some key issues, such as toilet training and ideas for personal development. However, as assessment is not yet securely in place the childminder has not yet explored parents observations, or considered ways of sharing ideas and next steps with parents so that they can continue to support children's learning at home.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY443825
Local authority	Salford
Inspection number	788507

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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