

Inspection date

Previous inspection date

16/11/2012

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 3

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

- The childminder has a sound knowledge and understanding of the Early Years Foundation Stage. She uses her knowledge of how young children learn to support children's individual development needs.
- Children are offered a range of learning opportunities through play. The childminder uses observations of what children do and understand to assess their learning and plan their next steps.
- The childminder is developing positive relationships with parents and has an appropriate understanding of the importance of working in partnership with other professionals.
- Children are settled and explore the environment with confidence. They have built secure attachments with the childminder.

It is not yet good because

- Resources to support children who speak English as an additional language are limited, and reasonable steps to develop children's home languages are not taken.
- Self-evaluation does not take into account the views of children, parents and carers.
- Resources are limited in number, which affects the childminder's ability to engage and stimulate all children through a wide range of resources.

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 the children at play throughout the inspection.
- The inspector spoke with children and the childminder at appropriate times throughout the length of the inspection.
- All relevant policies and procedures were viewed and discussed during inspection.
- Children's development records were viewed during inspection and children's progress discussed with the childminder.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a terraced house in Walkden, Manchester. She uses the ground floor for childminding. The toilet and hand-washing facilities are located on the first floor. There is an enclosed outdoor area. The childminder has a level 3 diploma in Childcare and Education and has completed other training including first aid and child protection. She attends a childminder group and the

local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, two are in the early years age group and attend for a variety of sessions, and three are school-age children who attend before and after school. She is open all year round from 7am until 6pm, Monday to Friday except for during family holidays.

What the setting needs to do to improve further

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

- improve the educational programme for communication and language by taking reasonable steps to provide opportunities for children to develop and use their home language in play and learning, for example by using resources, such as dual language books.

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

- provide a wider range of resources to ensure that all children have opportunities to play and explore across the areas of learning
- extend existing systems for self evaluation to take into account the views of children and parents.

Inspection judgements

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

The childminder has a suitable knowledge and understanding of how to promote learning and development of children in the early years age range. She provides age-appropriate, challenging experiences across the seven areas of learning. For example, she supports language acquisition of young children by providing a running commentary through play. This allows children to appreciate different sounds and rhythms of language. As the childminder talks, young children babble back to her with expression and enthusiasm. However, there are limited opportunities and resources to support the language development of children who speak English as an additional language. Children learn about the wider world through trips out and by using public transport. For example, children have used a bus to visit an aquarium and museum.

The learning environment is well set out. Children access resources from low-level shelving units, and wall space is used to display children's artwork and create a stimulating environment. Resources support children in all areas of learning, but there are too few to

provide sufficient choice when the childminder is caring for several children at once. Children make independent choices and choose resources independently. For example, children play in the role-play area, sharing resources with adults and engaging others in their play. Children explore the environment and are active learners. For example, young children access a baby activity centre and push buttons to experience a set response. Children smile and laugh as they listen to different sounds and voices.

Effective observations and assessment are undertaken, which allow the childminder to provide appropriate individual support. Observations are completed which identify the next steps in a child's development across the prime and specific areas of learning. The childminder undertakes assessments when children first attend; this means that she is knowledgeable about children's starting points. She liaises with parents to identify children's likes and dislikes by completing an 'All about me' book and uses this information to plan for children's individual needs and provide consistency of care. Relationships with parents are developing and are supported through communication methods such as daily diaries, daily verbal feedback and parent questionnaires.

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

The childminder gives high priority to children's safety. She undertakes written risk assessments covering many aspects of the home and undertakes daily checks to ensure that the environment is clean and safe. Children are made aware of the importance of safety issues. For example, the childminder discusses the importance of road safety. In addition, she has purchased books that allow children to explore road safety through stories and discussion. The childminder develops sound attachments with children, consequently children exhibit positive behaviour. She uses a positive behaviour chart to celebrate good behaviour with older children. Younger children show they are secure by independently going to the childminder to seek reassurance if they are unsettled. Children develop secure attachments with the childminder, involving her in their play and making their needs known.

Children develop an understanding of healthy eating because the childminder provides a range of healthy and nutritious snacks and meals. Children are encouraged to help in the preparation of food. For example, children make pizzas, bake buns and decorate biscuits. The childminder discusses what children like to eat, their dislikes and any allergies with parents, and this enables her to provide menu choices which children enjoy. Children have opportunities for physical exercise as they enjoy walks to the local school to take and collect children, and they visit soft play facilities and the park to use large climbing equipment.

The childminder is calm and provides a positive role model for children. Children independently go to her for reassurance and comfort and are developing secure attachments. For example, children complete a posting activity with a shape-sorter and then place their hand in the air as the childminder praises the child and asks for 'a high five'. Children express their feelings through play. For example, children squeal with delight as they play peek-a-boo, laughing as the childminder hides her face and pops out.

Children who are not yet talking babble and talk with the childminder saying 'da da da da' as they point with their fingers to express their wishes and enjoy making repetitive sounds. There are procedures in place for effective settling-in, which supports children in building secure relationships and becoming familiar with the environment. Children are developing their independence, and the childminder has a suitable knowledge of how to support children through times of change and transition.

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

The childminder undertakes self-evaluation to identify areas for development and to drive improvement. She undertakes research on the internet and has made contacts with another provider to share good practice. This is having a positive impact. For example, as a result of evaluating her health and safety procedures, the childminder has developed a visual aid to support positive behaviour, has purchased books to support effective practice and has undertaken recommendations by the local authority to ensure that all wires are hidden. At present, self-evaluation does not include the views of children and parents. Parents are complimentary about the care provided. For example, one parent commented, 'I go to work happy, knowing my child is happy. Their individual needs are taken care of, but best of all their home routine is followed'.

The childminder's arrangements for safeguarding are thorough and children's welfare is continually promoted. The childminder has secure knowledge of safeguarding procedures and the relevant agencies to contact should she have a concern. She promotes safeguarding in the home by ensuring she has been introduced to all parents and carers who collect children. She promotes safeguarding while on daily walks and trips by giving each child individual name and contact cards should they ever become separated.

The childminder monitors her planning and makes adaptations to take into account children's needs and development requirements. Assessment procedures allow her to have an overview of children's abilities and the progress they are making. The childminder is developing her relationships with parents and has appropriate knowledge of the importance of working with other professionals to support children's individual needs. Overall, the childminder creates a warm, homely atmosphere where children are stimulated and cared for appropriately.

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
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	EY446531
Local authority	Salford
Inspection number	798317

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
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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