

Inspection date

07/02/2013

Previous inspection date

12/12/2006

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

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 2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled, they enjoy loving and affectionate relationships with the childminder, who works closely with parents to ensure children's individual care needs are met.
- Children are motivated by an exceptionally well resourced, indoor and outdoor learning environment. Consequently, children are active and inquisitive learners who enthusiastically explore and investigate their surroundings.
- The childminder understands how young children learn, she has accurately assessed their development and provides a good range of interesting and challenging experiences that meet children's individual learning needs. Consequently, children make good progress in their learning and development.
- The childminder is committed to her continued professional development, and to further improving the service she provides for young children and their families.

It is not yet outstanding because

- There is scope for the childminder to improve the monitoring of children's progress over time to help her become more fully focused on raising children's achievements to the highest levels.
- Opportunities for all parents to contribute fully to the initial assessments of children's learning and development are not always fully utilised.

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 interactions and activities in the living room, dining kitchen and outdoor play area.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys and a selection of written records and policies.
- The inspector also took account of the views of parents expressed in questionnaires.

Inspector

Vickie Halliwell

Full Report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult son and daughter, five-year-old grandchild and adult foster child. They live in Little Hulton, Worsley a suburb of Manchester. The whole of the ground floor and the rear garden of the premises is used for childminding. The childminder attends a childminder group and the

local children's centre. She visits the local shops and park on a regular basis and regularly takes children on outings. She collects children from the local schools and pre-schools.

There are currently six children on roll. Four children are in the early years age group and attend for a variety of sessions and two are of school-age who attend before school. The childminder is open all year round from 7am to 7pm, Monday to Friday, except for family holidays. She also provides overnight care. The childminder holds a current first aid certificate and has completed additional first aid training for the treatment of babies. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- reflect on and extend partnerships with those parents who are new to the setting by encouraging them to share more detailed information about what their child already knows, so that they are fully involved in helping to assess their child's developmental starting points
- enhance systems to monitor and track children's progress to provide an accurate overview of children's progression overtime, and use this more effectively to ensure daily practice is fully focused on helping all children reach their full potential across all areas of learning.

Inspection judgements

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

Children are active and inquisitive learners, who enthusiastically and meaningfully explore the well-presented learning environment. The childminder has created two 'nursery' rooms within her home and a number of child-centred outdoor learning areas. Consequently, children benefit from an excellent balance of in and outdoor activities that fully promote all areas of their learning. Outdoors, two-year-olds play with imagination, spontaneously singing the theme tune for their favourite television character, as they build with large scale blocks. Children, practise and refine early design skills as they build their wall higher, carefully moving and repositioning blocks to make sure they don't fall over.

The childminder has a good knowledge of how children learn, skilfully building on what children already know. For example, she asks open questions and provides frequent opportunities for children to learn through their own investigations. For example, when

children are pouring warm water onto the snow to see what will happen, the childminder extends their learning further by encouraging them to explore the change in texture, discussing what happens as the rough snow become smooth ice. Children add bubbles to see what happens, then blow bubbles and watch to see whether the surface they land on makes a difference to how quickly they pop. Children are learning about the natural world because they have many opportunities to sow and care for plants and vegetables as they grow. They enjoy nature walks and explore local woodlands to collect leaves and twigs for their pictures.

Communication and language development is given a high priority. The childminder works closely with parents to discuss any possible delay in language acquisition and how children can be best supported. Consequently, children are encouraged to remove dummies whilst they play so that they can speak more clearly. The childminder routinely extends children's vocabulary by introducing new words, such as crunchy and crispy, to describe the frozen snow. She models speech well, repeating what children have said so that they hear correct pronunciations, and uses open questions to encourage children to talk about what they see and think. The childminder has created a print rich environment within her home and children have continuous access to books. They enjoy daily stories and rhyme time, weekly trips to the local library and story time at the local children's centre. Consequently, even very young children are learning to understand that print carries meaning. Children have good opportunities to make marks. They make patterns in a wide range of media, for example, paint, 'gloop' mixture and glitter and they paint with large brushes, chalk and use a push-a-long roller to make patterns on the floor outside. Such early opportunities for large scale mark making, ignite children's interest and help them develop the muscle control they need for early writing.

Babies smile happily as the childminder sings rhymes and encourages them to respond. The childminder encourages babies to find body parts, such as eyes, ears and nose and claps enthusiastically, praising their achievements when they point. Number, shape and colour are routinely introduced as children play. Children are encouraged to count how many they have and name and match colours and shapes according to their ability. Water play and baking activities further enhance children's understanding of mathematical concepts, such as volume, capacity and weight.

The childminder has a secure knowledge of each child's capabilities and provides a good range of challenging activities and experiences. Consequently, children make good progress in their learning and development and are well-prepared for school. The childminder routinely exchanges information with parents about children's learning, and is mindful of children's starting points. However, there is room to give those parents who are new to the setting more opportunities to fully contribute to the initial assessments of their child's learning and development, so that there is a shared knowledge and understanding about what children can already do and how the child's learning can be moved forward.

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

Children benefit from very secure attachments with the childminder, which provide a strong foundation for their general well-being. The caring, supportive and nurturing environment ensures children feel valued, safe and secure. Consequently, children demonstrate a very strong sense of belonging as they move purposefully around the childminder's home, making informed choices about how and where they spend their time. Care needs and routines are fully discussed and agreed with parents prior to admission, as a result, children settle quickly and benefit from consistent care that meets their individual needs. Children are very well supported by the childminder as they learn to manage their personal needs, for example, during potty and toilet training.

Children's good health is continuously well promoted. Children adopt a healthy lifestyle because provision for active, outdoor learning is excellent. Children are invigorated as they play outdoors in all weathers and all-in-one waterproof suits are used to ensure children benefit from outdoor play throughout the year. Children's physical development is further enhanced by challenging outdoor apparatus, consequently, children practice and refine their climbing and balancing skills within the childminder's garden. Children are encouraged to make healthy choices about what they eat and drink because the childminder provides a varied range of healthy and nutritious meals and snacks. For example, homemade soups are regularly on the menu. Mealtimes are valued as a positive learning experience as the childminder encourages children to talk about what they have been doing during the morning. Children are becoming increasingly aware of their own safety, because the childminder highlights the importance of using equipment carefully, such as spades.

The childminder is a positive role model who encourages children to develop a positive and caring attitude towards others. Children listen to what the childminder says and respond positively to simple explanations and reasoning. Consequently, children are well behaved and are learning to take turns and share resources with their peers. Resources that reflect positive images of race, culture, gender and disability are evident throughout the setting. These, alongside positive explanations and activities which raise children's awareness of the wider world, help children learn to respect and value differences. Children's personal social and emotional development is particularly well fostered promoting children's confidence and their enthusiasm for learning. This helps ensure children are well-prepared for their transition into school.

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

The childminder is committed to further improving her professional practice and regularly completes relevant training. Her drive for improvement is demonstrated by a clear improvement plan, which clearly highlights further training to support children's achievements over time. For example, she is completing the Every Child's a Talker programme, to aid the development of children's language and communication skills. The childminder continuously evaluates the educational programme, revising and improving the range of equipment and resources to ensure young children are inspired by the learning environment. Records of children's learning and development are monitored, they accurately reflect children's capabilities and inform future plans. However, methods for

monitoring and tracking children's progress over a period of time, so that a clear overview of their achievements can be gained, are not yet fully developed.

Children are effectively safeguarded. The childminder demonstrates a clear knowledge and understanding of child protection issues and is able to implement appropriate procedures to protect children from possible harm. Rigorous risk assessments ensure children can move and play safely within the childminder's home. The childminder has devised a wide range of written policies and procedures which are shared with parents at admission. Further information including details of the childminder's training, menus and weekly plans are prominently displayed for parents information. Partnerships with parents are well established. Parents comment positively on the 'very healthy' meals and snacks the childminder provides, the 'good range of activities' and the daily feedback they receive about their child. The childminder is fully aware of the benefits of working closely with parents and other agencies to ensure children get the support they need to help them make progress.

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	EY330807
Local authority	Salford
Inspection number	748603
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	12/12/2006
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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