

Inspection date

Previous inspection date

20/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder actively seeks opportunities for further professional development to continuously improve her practice for the benefit of the children who attend.
- The childminder provides good levels of challenge to the children because she uses her observations of children's learning to identify and plan for their next steps.
- The childminder establishes strong links with parents. She keeps them well-informed through the use of daily diaries.
- The safeguarding and welfare requirements are followed and children are very safe and healthy.

It is not yet outstanding because

- There is room to extend ways of sharing the next steps for children's learning with parents, so that they can support their learning more fully at home.
- The childminder does not include the views of parents and children when evaluating her practice to identify areas for development and improve the provision for children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 childminder's home.
- The inspector spoke to the childminder at suitable points throughout the inspection.
- The inspector looked at children's learning journeys, planning documentation and a range of other records, policies and procedures.

Inspector

Elaine Canale

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 husband and two children aged 15 and six years. They live in Swinton, a suburb of Manchester. The ground floor of the childminder's house is used for childminding. Children do not generally have access to the first floor. There is an enclosed garden for outside play. The family have an outdoor dog.

The childminder goes on regular outings in the local community to the marina, park and toddler group. She operates from 8am to 6pm, Monday to Friday, all year round. The childminder currently has three children on roll, all of whom are in the early years age range. She is a member of the Professional Association of Childcare and Early Years.

What the setting needs to do to improve further

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

- refine the ways that information is shared with parents so that they can support their child's learning at home, which is linked to the emerging next step. For example, by encouraging parents to take toys, which children have a particular interest in, so that they can continue learning from them at home
- improve the system for self-evaluation so that it takes into account the views of children and their parents, in order to identify strengths and weaknesses more effectively and improve the provision for children.

Inspection judgements

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

The childminder provides a broad range of activities and experiences, which promote children's development well in all areas of learning. She makes observations as they play and purposefully extends their learning. As a result, children are making good progress in preparation for school and the next stages in their learning. The childminder plays alongside the children and offers new vocabulary when the children select the doctor's outfit and medical box. This helps to promote their personal, social and emotional development by talking about going to the doctor's when we are ill. Children's independence is encouraged as they put on the dressing-up outfit and fasten buttons.

Children have free choice because there is a good range of resources, which they can easily access. They are supported well by the childminder in several ways. For example, they receive very good attention because she joins-in with their activities when it is appropriate for her to do so. Children have fun and demonstrate through their use of language and understanding of activities that they are making very good progress. This is because the childminder has a secure understanding of how children learn and develop. She supports children to learn new skills because she knows what they can already do and skilfully sets them new challenges, providing support when it is needed. For example, she plays a matching game with a child, who has a developing interest in animals, matching and naming them and using memory skills.

Children show good levels of concentration, and hand and eye coordination as they thread beads and the childminder uses mathematical language, such as pattern, oval, round, oval, long and short. The childminder makes good use of purposefully encouraging the children to count the beads. Consequently, children make good progress in their mathematical development. Children love books and retell their favourite story using varied intonation and words, such as, 'caterpillar', 'cocoon' and 'butterfly'. They enjoy looking at a range of both story books and factual books.

Children gain awareness of the local community as they go for walks and have fun going to the marina to feed the ducks. They also visit the park and enjoy the physical challenge of the large apparatus. These outings successfully promote the children's understanding of the world and physical development.

Children's development is carefully recorded in learning journeys, which include samples of work, photographs and regular observations. The childminder uses these well to plan next steps for learning and records children's progress within the expected development age bands. The childminder actively encourages parents to become involved in their children's learning as they share daily diaries and have regular discussions. This enables her to successfully adapt activities to meet children's needs and interests. However, there is scope to enhance their learning if clearer information is shared with parents about their child's particular interests. This means they can continue their child's learning from them at home.

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

The childminder establishes strong relationships with children who demonstrate a secure attachment to her. She finds out as much as she can from parents about children's likes, dislikes and daily routines and uses this information effectively. For example, she asks parents how their child likes to be calmed and this helps children to quickly settle into her care. The childminder provides healthy nutritious meals, such as, chicken, salad and vegetables. They talk about the food the hungry caterpillar eats and discuss the healthy food. The childminder had prepared a collage activity to promote healthy choices.

The childminder encourages children to be independent and to hygienically manage their own personal needs. For example, the children talk through the routine of flushing the toilet and washing and drying their hands after using the toilet. Children are encouraged

to peel their own fruit and take their plates into the kitchen when they have finished eating. They also help themselves to drinks. Walks in the local area promote children's physical development and there are opportunities to practise their climbing skills on the equipment in the park.

The childminder effectively promotes children's well-being and independence as she allows children time to investigate on their own, but knows when to offer help to support them. They regularly practise the emergency evacuation, which raises awareness of what to do in an emergency. The childminder talks to the children about risks, such as, not leaning over when feeding the ducks and road safety awareness. The childminder positively promotes children's senses of belonging and self-esteem and effectively praises them so that they feel good about what they do.

The childminder supports children to develop an understanding and respect for different cultures and beliefs by providing a range of play equipment. For example, the childminder reads stories that support children to understand and respect different cultures. Children's behaviour is good as the childminder offers lots of praise and encouragement and sets a good example for children to follow. Consequently, children are developing a strong sense of independence and self-confidence, which helps prepare them for transitions to nursery and school. The premises are clean and well-maintained, with good use of space that is creatively organised. All facilities, toys and equipment meet the care and learning needs of the children attending.

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

Since registration, the childminder has built a good service and demonstrates a strong drive to build on her success. Most of the childminder's plans for improvement are self-identified. However, self-evaluation is not fully embedded to secure improvement. The childminder does not fully include parents' opinions in her self-evaluation or seek children's views in order to improve her provision. The childminder has been proactive in sourcing courses to improve her practice and knowledge. For example, behaviour management and completing the progress check at age two.

The childminder has a good understanding of the areas of learning. The planning, observations and assessments are accurate and show all children's skills, abilities and how they make progress towards their early learning goals. The childminder assesses children from their starting points and can see what their future learning needs require. All children are at their expected level of development. The childminder is well organised and demonstrates a clear understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. The routines, the play space, and the safety and security aspects in the home ensure that children are safe and that their learning needs are met. The childminder has developed good partnerships with parents and regularly obtains and shares information with them about their child's interests. She provides new and interesting activities for the children and, as a result, they continue to access a good quality learning experience that meets all their individual needs.

Policies and procedures are detailed and implemented to fully maintain children's safety and well-being. The arrangements for safeguarding children are well-embedded. The childminder has a good understanding of how to deal with any child protection concerns. She keeps all required records to keep children safe, protected and supported. Risks are managed and she has a good understanding of the importance of keeping children safe and secure. As a result, children's safety and well-being is fostered effectively.

The childminder actively works with children to support their development so that they make good progress in preparation for school and the next stages in their learning. The childminder knows the children well and plans activities to interest them so they feel valued. Parents comment very positively through discussion and comments in daily diaries. They state that they are very happy with the childminding provision and feel that their individual children are fully included in all aspects of the childminder's provision. As a result of effective relationships with parents, children's learning, progression and care are enhanced.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY453237
Local authority	Salford
Inspection number	894231
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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