

Inspection date	29/04/2013
Previous inspection date	28/04/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 focuses on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development to ensure they are equipped with the skills they need for future learning.
- Children feel safe and secure with the childminder who provides a caring and loving environment where children enjoy a range of play activities and learning experiences.
- The childminder has a sound understanding of how to promote the safety and welfare of the children in her care. She assesses the risks to the premises well and minimises these so that children are able to learn and play in a safe environment.

It is not yet good because

- Information gained from observations and assessments are not used consistently to plan for children's next steps in learning. As a result, activities do not always fully match children's developmental needs, which impacts on their ability to make the best progress.
- Information is not consistently gathered from parents about their children's learning, to further enhance the planning of future activities and to help parents support children's learning at home.
- The process for self-evaluation is not yet rigorous enough to effectively identify and act upon areas for improvement.

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 children's activities in main playroom and lounge.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
The inspector looked at various documents including policies and procedures,
- planning, observation and assessment systems and children's individual learning records.
- The inspector took account of the views parents from written questionnaires.

Inspector

Julie Kelly

Full Report

Information about the setting

The childminder was registered in 1997. She lives with her husband and two children aged 15 and 18 years in Worsley. The lounge, conservatory, small playroom and bathroom and toilet on the ground floor is used for childminding purposes. There is an enclosed rear garden available for outdoor play. The family has two dogs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 20 children on roll who attend for different sessions. Of these, five are in the early years age group and 15 are school age children who attend before and after school and during school holidays. The childminder operates Monday to Friday from 7am to 6pm all year round.

The childminder has links with Sure Start and takes children to various toddler groups in the local area.

What the setting needs to do to improve further

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

- make use of ongoing observation and assessment to consistently identify children's next steps in learning and use this information to effectively plan for their future learning and development needs.

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

- help parents to consistently share what they know about their children in relation to their ongoing learning and development, and use this information to plan for children's future learning and help parents support their children's learning at home
- build on existing systems for self-evaluation to clearly identify and act upon areas for improvement.

Inspection judgements

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

The childminder has a sound knowledge of the Statutory framework for the Early Years Foundation Stage and provides a range of appropriate activities that capture children's

interests and cover the seven areas of learning. Toys and resources are freely accessible and children benefit from independent access to them. For example, books, animals and small world resources are located at floor level, so that children can make choices about what they want to do.

The childminder teaches children to respect the feelings of others as she talks to them about being kind to each other. For example, very young children show genuine concern for children who are upset and try to comfort them. They learn to take turns and share and regular visits to the local toddler groups help them learn to socialise with adults and children away from the childminder's home.

Children's communication and language development is fostered particularly well through regular conversations during play and care routines, which has a positive impact on children's knowledge and understanding in other areas of learning. The childminder extends children's vocabulary by introducing new words, such as 'giraffe' 'dinosaur' and 'dolphin' and they enjoy listening to stories and singing rhymes, which helps them to further develop their communication skills. The childminder listens to children and values their attempts to communicate, which promotes their confidence to experiment with sounds and words. As a result, children develop the skills, attitudes and abilities, which they need to prepare them for their future learning and school.

A range of equipment available in the outdoor environment promotes children's control and coordination as they have opportunities to ride wheeled toys, run and climb. The indoor environment is organised so that babies have room to move, stretch, roll and reach. Children are able to explore larger climbing equipment on frequent visits to the local park. They are encouraged to develop their small muscle control as they make marks with pens and crayons, open flaps in books and press, pull and twist buttons on interactive toys. Children display a strong exploratory impulse and enjoyment in what they are doing. The childminder supports children to develop their sense of curiosity as she provides them with opportunities to explore a range of materials, such as sand, water, shaving foam and dough and hides animals for them to hunt for in the garden. She plays an interactive role in children's learning, development and play, which subsequently keeps them interested and engaged. The childminder generally considers children's interests and needs when planning activities based on her knowledge and understanding of what they can do. However, information from observation and assessment is not used consistently to plan for children's next steps in their learning. As a result, activities do not always fully match their developmental needs, which impacts on their ability to make the best progress.

The childminder discusses children's interests and the activities they have done with parents on a daily basis. She keeps them informed about their children's progress by sharing their learning records and through daily conversations. However, systems for gathering information from parents about their learning at home are less secure, in order for the childminder to use this to enhance planning for future activities and help parents to support children's learning at home. The childminder is aware of the progress check at age two and has plans and documentation in place to ensure it is completed when appropriate.

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

The childminder is skilled and sensitive in supporting children to form strong, emotional attachments, providing a firm base to promote their personal, social and emotional development. She knows the children well and they benefit from a secure, caring and nurturing environment. Consequently, their emotional well-being is effectively promoted. Children respond to the positive interaction from the childminder as she praises their achievements. This enables children to develop a sense of security and belonging and promotes their confidence and self-esteem.

Children are happy and content and enjoy their time with the childminder. They settle well because she finds out about their likes, dislikes and individual care routines. She recognises when they are tired, hungry or need their personal needs attending to, and responds quickly to ensure children remain comfortable and content. Children are confident to seek out the reassurance and comfort of the childminder if they are upset. Their behaviour demonstrates that they feel safe and secure with the childminder. For example, they interact with unfamiliar persons, knowing that there is a trusted adult close by. Babies develop their self-care skills as they learn to drink from a cup and cooperate with tasks, such as putting their shoes and socks on.

The childminder provides clear and consistent boundaries and uses positive praise and encouragement to teach children about appropriate behaviour. For example, she reminds children to take turns, share and be kind to each other as they play. She places a strong focus on promoting children's health and safety within the provision. A varied and nutritious menu provides children with opportunities to enjoy healthy meals and snacks and any specific dietary needs are known, respected and catered for. For example, children enjoy a variety of fresh fruit, pasta dishes, rice and salad and fresh drinking water is available for them to access independently.

Children are encouraged to adopt healthy lifestyles, and daily walks, outdoor play and visits to the local park effectively promotes their physical well-being. The childminder adopts appropriate hygiene practices to prevent the spread of infection, for example, by teaching children the importance of washing their hands before meal times. She teaches children to keep themselves safe through discussions about road safety, visits to the fire station and regular fire drills. She encourages them to manage their own risks, for example, she supports them to climb independently, whilst reminding them to be careful. Vigilant security measures are in place which ensures children can develop and learn in a completely safe and secure environment.

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

The childminder demonstrates a secure understanding of her responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. She is fully aware of the safeguarding procedures and knows what to do and who to contact should there be any cause for concern. The childminder has completed safeguarding training and continues to access training in this area to ensure her knowledge and understanding is

kept up to date. The childminder ensures that children are appropriately supervised and has reviewed and improved the arrangements for supervision of children when they are collected from school to ensure they are kept safe at all times. Organisational policies and procedures are implemented and ensure children's safety and well-being. All health and safety systems are in place and the maintenance of the premises and detailed risk assessment procedures ensure that children can play and learn in a safe environment. The equipment and resources are safe and suitable to meet the needs of the children attending.

The childminder carries out observations and uses photographs to record children's learning and development. The programme of experiences, activities and opportunities is appropriate and generally, helps children to make steady progress towards the early learning goals. There is generally appropriate monitoring and tracking of children's progress in place to identify any gaps in their learning. The childminder finds out about parents' and children's views of her practice through daily conversations and written questionnaires. However, the system for self-evaluation is not yet rigorous enough to clearly identify targeted areas for improvement that will support long-term outcomes for children. The childminder is enthusiastic and committed to her work with the children and accesses regular training to extend her knowledge and skills. For example, she has recently achieved an early years qualification at level 3 and continues to attend workshops, such as 'messy play', 'behaviour management' and 'fire and rope play' which are organised by the local authority. The childminder identifies areas for her own professional development and these are recorded on her personal 'Professional Development Plan'.

There are close links with local nurseries and schools that some of the children attend. Information is shared with these settings regarding children's preferred play activities and themes they are working on which effectively promotes their continuity of learning. The childminder supports children well as they move on to the next stage in their learning by sharing children's developmental records, completing a 'Transition Document' and working in partnership with the settings. The childminder develops positive relationships with parents and general sharing of information is on a daily basis regarding their children's progress and activities that they have enjoyed each day. Parents are provided with a selection of policies and procedures to read and an information booklet about the Statutory framework for the Early Years Foundation Stage. The childminder provides a flexible service for children and families and is supportive of their needs at all times. Parents are very happy with the service provided. They comment that their children are 'progressing well', that the childminder is 'friendly and approachable' and that she provides 'a homely environment where children have fun and learn'.

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 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	307423
Local authority	Salford
Inspection number	910370
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	28/04/2009
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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