

Inspection date

16/05/2013

Previous inspection date

04/10/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 shows a good understanding of how children learn and provides challenging and varied activities, as a result of effective assessment and planning.
- Children are very confident and make strong progress in learning, irrespective of their starting points. This is as a result of strong practice and a dynamic learning environment with varied outings to enrich children's learning.
- The childminder is successful in supporting parents to be directly involved in their children's learning because parents contribute directly to their children's individual planning.
- Transitions in and out of the childminding provision are consistently well managed to promote children's emotional security and learning. The childminder shows a strong understanding of how learning is best achieved when children feel secure.

It is not yet outstanding because

- The detail of information exchanged with other settings attended by children, in order to further enhance planning for individual learning, has not been fully refined.
- Reflection on practice has scope for greater depth with respect to the individual contribution of the childminder to the co-childminding provision.

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

- A tour of the areas of premises used for childminding was made.
The inspector carried out observations on the childminder and his interactions with children throughout the inspection, and examined samples of documentation related to children's welfare and learning.
- The childminder was interviewed to ascertain his knowledge of areas such as safeguarding and individual children's learning.
- The inspector also spoke to children to gain information about their learning
- The inspector spoke to parents to gain their views on the childminding provision.

Inspector

Jennifer Kennaugh

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. He lives with his wife, who is also a registered childminder, and two adult children in the Little Hulton area of Salford. The whole ground floor and two upstairs bathrooms are used for childminding. Toilet facilities are also accessible on the ground floor. There is a large enclosed rear garden available for outdoor play. The childminder keeps hens in part of the rear garden and these are not accessible to children.

The childminder provides care flexibly from 7.30 am to 7pm, Mondays to Fridays, all year round, except for family holidays and Bank Holidays. He provides wraparound care for children in full-time education, including school holidays. There are currently 16 children on roll, of whom 10 are in the early years age range. The childminder supports children who speak English as an additional language. He receives support from the local authority.

What the setting needs to do to improve further

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

- refine the detail of information exchanged with other settings attended by children, in order to further enhance planning for learning
- enhance the depth of self-reflection on individual roles within the co-childminding provision, in order to further develop practice.

Inspection judgements

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

Children make strong progress in all areas of learning, due to assessment and planning by the childminder, who has high expectations for all children, including those speak English as an additional language. He demonstrates good practice in observing for children's progress and makes effective use of the local authority's recording sheets to track this, in conjunction with his co-childminder. This is through a colour-coded system to show when children demonstrate learning in relation to age-linked developmental bands. Children new to the setting are observed to form a baseline of their capabilities in order to inform planning for their needs, and this is supplemented by information from parents about their children's development. The childminder's effective approach to assessment with his co-childminder has enabled the successful implementation of the progress check at age two,

using their knowledge of individual children and the information provided by parents. The childminder makes individual plans based on observations in children's daily diaries, in order to extend their development. He also uses their interests and a variety of themes, such as festivals, seasons and national events, to enrich the educational programmes. Parents also make observations in the diaries and regularly write next steps based on these, showing excellent engagement with their child's learning.

The childminder displays text at child level in the playroom on the toy boxes, which helps children to learn that text carries meaning. He talks to children as they build a train track, developing their communication skills by asking them which piece should be used next. Babies demonstrate a high curiosity about the play of older children, such as when they follow three-year-olds into the playroom and copy them by using the play dough and simple tools provided. The childminder makes effective use of this learning opportunity by modelling how to use the variety of tools provided, such as dough extruders to make fine strings of dough. As a result, children attempt to copy this themselves, and show effective problem-solving skills by using the floor as a hard surface to push the device against, when they realise that their hands are not strong enough alone for this. He also shows them how to use their hands to mould the dough into different shapes, such as sausages or spheres, developing their hand-eye coordination as they try to copy him. The childminder develops children's knowledge of early number by counting their jumps out loud when they bounce on the trampoline.

The childminder provides tablet computers on which children can play simple games, developing their experience of information and communication technology. Babies take delight in watching the hens in their enclosure, and as a result, they learn about the animals and also gain first-hand experience of the natural world, when they see eggs that have been laid. The childminder works with his co-childminder to provide outings further afield so that children can have experiences, such as pond-dipping, as well as visits to zoos, museums and the seaside. The highly comprehensive range of outings support children's progress across all seven areas of learning, including knowledge of the world and creative development.

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

Children and babies show consistently good behaviour and awareness of others for their age and stage. Babies respond confidently to the childminder, such as when they play a game rolling a ball between them on the floor, to learn about turn taking. This also helps to build the turn-taking skills children need to learn for developing conversation. He demonstrates effective practice when developing babies' learning to feed themselves with spoons, by giving them a spoon to have a go while feeding them soup. Babies explore the resources and space indoors and out, showing strong security. They show very strong development in self-care. For example, they are keen to use the child-sized toilet, like the three-year-olds. The childminder displays artwork created by children in order to enhance their self-esteem. He also seeks permission to send photos by email to parents in order to build partnerships with them. Parents are well informed about their child's care, learning and activities through daily diaries, to promote continuity between home and the childminder's care. The childminder has also begun to share photographs of children with

parents using a secure commercial website for childminders and parents, to help them engage further with their children's learning.

The resources on the premises are well chosen and reflect the need to develop children's early learning in all areas. Resources are accessible to children as appropriate to their age and stage, including books, and resources are stored so that those for the youngest are at floor level. This helps children to make their own choices about what to play with and extends their independence. The resources for outdoor play and exercise are excellent, with many opportunities for children to take reasonable risk in play, combined with careful supervision. Children laugh and shout as the childminder pushes them on the swings, enjoying the interaction and the feeling that they are taking risks in their play. The childminder seeks permission from parents for children to use large play equipment, such as trampolines, on and off the premises, as part of the provision for this. Children and walking babies can pedal or push themselves on tricycles and wheeled toys, developing their whole body control. The childminder provides swings and slides at different heights, so that children can have a go at getting on and off them independently, with supervision. The rear garden is very large and children have considerable space to run and play, developing their coordination and reactions by, for example, learning how to change direction quickly when running. Local outings are frequent and include parks, toddler dance sessions and soft play centres, to provide a variety of environments for enjoying exercise. The childminder takes particular care to develop children's knowledge of road safety when walking locally to shops or parks. This means that routines are used on a regular basis to reinforce important learning for later independence skills.

The house is exceptionally clean and well maintained, with a wide range of measures to promote children's safety and help prevent illness due to infection. The childminder provides a very healthy diet for children and he cooks all meals on the premises, with an emphasis on fresh fruit and vegetables. The childminder has a knowledge of all the children and families for whom he provides a childminding service, which means that he can better address the needs of children. He seeks detailed information regarding children's starting points and welfare from parents prior to them joining. This is used to plan and help children to settle more quickly. Information regarding children's progress and welfare is passed on to their next settings, including full-time school or nursery, using a format provided by the local authority. This supports continuity for their future learning and care.

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

Risk assessments and safety checks are highly detailed and regularly reviewed. As a result, children can play safely and freely, and also access a wide variety of outings locally and further afield. There are robust procedures in place to ensure that children are collected by permitted adults. The childminder undertakes regular, externally delivered training in safeguarding. Consequently, he demonstrates excellent knowledge of procedures to manage any concerns they may have about a child's welfare. Suitability of adults living on the premises is checked through vetting and barring disclosures, in order to protect children. All documentation related to the revised Statutory framework for the

Early Years Foundation Stage is meticulously completed to support the safe and effective running of the setting. This includes including a policy for the use of portable devices, such as mobile phones with cameras, on the premises. As a result, confidentiality is maintained and children are protected. The childminder's effective practice is significantly enhanced by robust policies that underpin all aspects of children's welfare and learning.

The childminder demonstrates comprehensive knowledge and understanding of how children learn, along with the learning and development requirements of the Early Years Foundation Stage. Consequently, he provides good and sometimes very good support for their learning, including for those children with English as an additional language. The teaching of early communication, literacy and information and communication technology skills is strong. This is because the childminder recognises how important these areas are for children to be ready for full-time school. The use of frequent outings means that children receive broad and interesting educational programmes, which further motivates them to learn.

The childminder demonstrates an effective approach to evaluating practice, including the outdoor environment, in order to ensure that children are provided with a wealth of fully accessible resources. This supports them to make independent choices about what to play with. All resources are matched to the needs of the children cared for, and regularly changed to maintain children's interest and enhance their experiences. The systems for monitoring educational programmes, individual planning and assessment are effective, as a result of discussion with his co-childminder. This means that all children receive broad and interesting learning experiences based on their individual needs. However, the childminder's self-reflection does not always take account of how evenly training is divided between himself and his co-childminder, leading to him taking on less professional development than her. For example, he has not trained in the 'Every Child a Talker' scheme and does not belong to the local childminding network. Consequently, he does not have first-hand access to the professional development provided through this, although he receives information via his co-childminder. There are precise methods for assessing children's progress, in order to plan interventions based on their observed needs, and narrow any gaps in progress. The childminder has an awareness of the importance of working with other professionals to support the needs of children with special educational needs and/or disabilities. He exchanges information regarding children's learning and welfare with other settings they attend, although this has not been formalised into a detailed exchange of information regarding children's progress, to consistently enhance planning for learning. However, the partnerships established with other settings are long standing, which supports continuity for children's welfare.

The Childcare Register

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| 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 |
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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 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

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| Unique reference number | EY340108 |
| Local authority | Salford |
| Inspection number | 919106 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Name of provider | |
| Date of previous inspection | 04/10/2011 |
| 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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