

Inspection date	09/10/2013
Previous inspection date	03/03/2011

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

- Children make good progress in their learning and development, due to the childminder's sound knowledge of their individual needs and interests. She uses this to provide interesting and stimulating activities and outings, which develop children's skills and knowledge.
- Children are motivated to learn and interested in what they choose to do because the childminder successfully guides them and stimulates learning through play. This helps children develop their thinking and ability to solve problems.
- Children form secure emotional attachments with the childminder and show high levels of confidence and independence.
- Children's welfare is effectively supported because good measures are taken to keep the children safe and well, and a range of healthy meals and drinks is provided.

It is not yet outstanding because

- Although the childminder regularly evaluates her provision, she does not routinely take into account the views of parents and children, so that any changes made are informed by their views.

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 toured the whole of the ground floor area which is used for childminding along with the first floor bathroom.
- The inspector observed activities in the playroom and the interaction and learning between the childminder and a child.
- The inspector sampled a range of documents which cover the learning and development requirements. She also viewed emergency contact information, enrolment forms and written risk assessments.
- Discussions took place between the childminder, the child and the inspector at appropriate times during the inspection.
- The inspector took into account the written feedback of the parents.

Inspector

Lisa Maidment

Full Report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her daughter and grandchild in the Swinton area of Salford, Manchester. The whole of the ground floor is used for childminding with bathroom facilities on the first floor. There is a rear garden for outdoor play.

The childminder takes children to forest school, local woodlands, the airport, aquarium and local shops in the area. She picks up children from local schools in the immediate area. The childminder has a tortoise.

The childminder is open Monday to Friday, from 7am to 6pm throughout the year and children attend for a variety of sessions. There are currently five children on roll who are in the early years age group. The childminder is a member of the Professional Association for Childcare and Early Years and the Forrest School Association.

What the setting needs to do to improve further

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

- develop further self-evaluation procedures to include the views of parents and children in order to inform the plans for improvement so that the drive to improve is strengthened and practice is clearly targeted to help children achieve the highest levels of attainment.

Inspection judgements

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

The childminder has a good understanding of the learning and development of children and she gives them stimulating opportunities to explore, discover and play. The educational programmes that she provides along with the natural resources that she and the children create provide a wealth of variety and experiences to the children that go there. There are opportunities to build bug hotels, create frog ponds or shoot to the stars on rockets, which are all made from materials picked up on their travels to the woods and surrounding areas. Children are able to make mud pies in the outdoor kitchen or sit around a barbeque area with pretend fire, 'cooking' their food.

The childminder's knowledge of the prime and specific areas of learning within the Early Years Foundation Stage framework is underpinned by her deep knowledge of child

development. She offers praise and encouragement, along with support and warmth to children, which enables them to feel confident and secure in her environment. Children make good developmental progress as she gives vast amounts of time and attention to each individual child ensuring that their interests are met.

Through the use of her effective observations of individual children, she is able to inform her planning using the next steps in children's learning, which are stimulating and creative, whether it is making a welly stand in the garden or having a tea party sat on the wooden logs. Children have opportunities to use child-appropriate hammers, nails and wood and babies or young children knock golf tees into cabbages. She uses age-appropriate language taken from her 'Every Child a Talker' training to encourage communication. Songs are sung using sign language ensuring that all children can join in and stories are read using intonation and drama. Extending questions, such as 'What will happen next?' and 'Why do you think that will happen?' support children and enable them to critically think, and stay motivated and enthused.

The childminder takes children to visit the woods where forest activities are provided to stimulate their imagination. For example, children can build dens using wood and ferns or make fairy houses using natural resources. They take trips to aquariums and the airport, building on their understanding of the world through highly stimulated and interesting visits. The childminder develops these activities to consistently enhance the children's achievements and development over time, preparing them for their next stage of learning.

Two-way communication between parents and the childminder along with information gathered about children when they first start, helps the childminder build up bespoke experiences to suit individual needs and support their development. Parents have the opportunity to visit the childminder's home to discuss settling-in, along with any worries they have before their child commences, and the childminder offers home visits to see children in their own natural environment. This builds up a trust with the child, which encourages them to feel secure in her presence when they first start.

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

Children quickly become independent in the childminder's presence. They build up emotional bonds with her and develop confidence to make the right choices. By ensuring that children's needs are met, the childminder builds on their social development by encouraging children to share. Through constant praise, children's self-esteem is lifted, which results in behaviour being positive.

Daily routines of children are sought before the child starts. These are used productively throughout the day ensuring that children remain happy, confident and settle well in her care.

The childminder uses sufficient safety checks to make sure children are kept safe. She recognises any dangers within the home and outdoor area daily through her good knowledge of safe working practices. For example, when the oven is used to provide hot food for children, the childminder uses a barrier to prevent children from coming into the

open-plan kitchen area.

The childminder promotes the nutrition and health of children effectively. Older children develop good hygiene practice to become ready for school and have independence. The childminder provides nutritious lunches and snacks along with different fruits daily. For example, pineapple and melon, strawberries or blackberries are offered as an alternative for children to try out new flavours, along with milk, juice or water, which is always available. Lunchtimes are social times for children, where the childminder encourages good manners and nice behaviour at the table. This encourages positive behaviour and builds on social skills.

The childminder teaches children how to play safely, talking to them constantly about how they can remain safe. 'Stranger danger' is spoken about with children when walking to school and the childminder encourages children to identify risks in their environment. She removes hazards in the home for young children and teaches them how to safely go up and down the stairs.

The childminder's outdoor environment is fun and full of areas for children to engage in physical activities. The rope swing, trapeze and ladder offer ideal opportunities for children to 'have a go' and the area is full of interesting and natural world displays to encourage children to become inquisitive and show curiosity about living things. Water play is encouraged using a water wall with numbers and shapes reflecting over the 'frog pond', enhancing mathematical development.

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

The childminder has a clear understanding of the welfare requirements of the Statutory framework for the Early Years Foundation Stage and when to inform Ofsted, such as when she moves house. Kept records of children's information are detailed and she has the required written policies and procedures in place. Children are closely supervised by the childminder at all times and all children in her care remain safe. The childminder minimises hazards in the home and outdoors and talks to children about how they can prevent accidents. The childminder understands safeguarding. She knows who to contact if she feels a child is being abused.

The childminder fully understands the requirements needed to achieve a good, high quality setting. Her deep knowledge of the learning and development requirements and her understanding of how these are met enable her to monitor her provision and critically reflect on her practice, highlighting any gaps in her knowledge or provision and seek to find training to improve. However, she does not routinely take into account the views of parents and children in order to continue to improve learning outcomes for children to even higher levels.

The childminder successfully builds relationships with parents and encourages regular communication between them and herself. Parents comment saying 'I feel so lucky to have found such a supportive and knowledgeable person to make all our lives easier, the

boys because she is such a positive influence and real fun to be around, and for me as I have total trust in what she does.' The childminder ensures that parents know how to make a complaint should they need to and shares her policies and procedures with them. She has a good working relationship with other experienced professionals and they share good ideas and practice. The childminder attends as much training from local authorities as she can, to enhance her professional development. Her understanding of the needs of families in her immediate area is good and she is able to build her practice flexibly to meet their requirements as well as children's learning needs. Through training, she has built up a wealth of information to ensure that children have the best learning outcomes possible.

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
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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

Unique reference number	EY347284
Local authority	Salford
Inspection number	934561
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	03/03/2011
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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