

### Inspection date

23/10/2013

Previous inspection date

Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		3

### The quality and standards of the early years provision

#### This provision is satisfactory

- Children are motivated by a well-resourced and accessible learning environment. Consequently, they are active and inquisitive learners who enthusiastically explore and investigate the play materials provided.
- Children are well supported by the childminder who 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.
- Children are happy and settled, they enjoy affectionate relationships with the childminder, who works closely with parents to ensure children's individual care needs are met.

#### It is not yet good because

- Legal requirements are not fully met. As a result, the childminder has failed to notify Ofsted of a change of name and records of children's attendance lack detail, this means it is not clear which childminder is responsible for caring for each child on a daily basis.
- The quality of the provision is not rigorously monitored and this affects the childminder's ability to identify priorities for improvement.
- The childminder is not fully aware of the connection between the progress check at age two years and children's health and development review with the health visitor. This affects the timeliness of the progress check and information shared.

## 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 main play area.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at written observations of children's learning and a small selection of written records.
- The inspector took account of the views of parents from written information provided.

## Inspector

Vickie Halliwell

## **Full Report**

### **Information about the setting**

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works alongside another registered childminder who lives with her husband and adult son and provides care within their home. Designated rooms within the single-storey property and the rear garden are used for childminding. There is a ramp and disabled access to the premises from the side entrance. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, parks and indoor play areas on a regular basis.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round, two days a week, except family holidays. She is a member of the Professional Association for Childcare and Early Years.

### **What the setting needs to do to improve further**

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

- ensure the daily record of children being cared for on the premises includes the name of each child's key person and that parents are aware of which childminder is their child's key person on each day
- ensure Ofsted are notified of any changes in the name of the provider.

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

- improve knowledge and understanding of the role of other professions in the progress check at two years to improve the timeliness of the check and information shared by parents at the health and development review
- improve self-evaluation so this is more rigorous and uses challenging criteria in order to identify priorities for improvement that will further improve the quality of the provision.

## Inspection judgements

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

The childminder has a sound understanding of the seven areas of learning. She supports children well and provides a good range of interesting activities and suitably challenging experiences. Consequently, children are active and inquisitive learners who are acquiring the skills, attitudes and dispositions they need to be ready for school. Children enthusiastically explore a well-presented and stimulating learning environment. They confidently and independently access resources of their choice and are very well supported by the childminder as they initiate their own play. For example, the childminder successfully extends children's concentration as they become absorbed in activities that interest them. The quality of teaching is good and, as a result, young children show sustained interest as they repeatedly experiment with filling and emptying a range of containers. Children's delight, curiosity and determination is evident as supported by the childminder, they learn which moulds and cups are best for filling different containers. She explains and demonstrates why children need to lift the funnel to allow the rice to pass through into another container. Children pause to absorb this new technique before modelling the actions of the childminder and successfully filling the container.

Children's communication and language skills are given a high priority. The childminder models language and provides children with lots of opportunities to use language for communication. She asks open-ended questions which encourage children to think and talk about what they are doing. This helps young children develop their vocabulary and practice and refine their use of simple sentences. The childminder continuously builds on children's interests, reading stories and introducing songs and rhymes as children explore a range of musical instruments. She works closely with parents who share details of children's emerging interests, particularly following breaks from her care. Consequently, the childminder builds on children's interests and their current capabilities, for example, making excellent use of available resources and children's choices to encourage children to name and match colours and identify numerals.

The childminder regularly observes and monitors what children can do and completes a progress check at two years. She refers to relevant guidance to help her assess children's current capabilities and where they need additional support. Through discussion, the childminder demonstrates a secure knowledge of their individual capabilities and provides a range of challenging activities that help children make continued progress in all areas of their learning and development. Details of children's starting points are identified through discussion with parents. Systems to monitor children's progression over time are established and are also used by the childminder to evaluate and monitor the quality of the educational programme. This means any gaps in the provision for children's learning and development are quickly identified and addressed. Parents are routinely informed about their child's progress and the next steps in their learning.

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

Children benefit from secure attachments with the childminder, which provide a strong foundation for their general wellbeing and future learning. The caring and supportive environment ensures children feel valued, safe and secure. Consequently, children demonstrate a 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 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's self-help skills and emerging independence are well promoted by the childminder, for example, children are encouraged to recognise when they are thirsty and access drinking water independently.

Children's good health is well promoted by the childminder. Children adopt a healthy lifestyle because they have regular opportunities to be active and play outdoors. Children's physical development is well promoted. The childminder organises the home effectively to ensure children have space to move and play freely. She effectively supports babies' physical development, encouraging them to crawl and providing play materials which encourage older babies to pull themselves into a standing position. Soft play environments are used to provide further opportunities for children who need additional support to practise and refine their early walking. This means children are able to develop their balance and coordination within a safe impact absorbing environment. Parents provide packed lunches and are encouraged to have regard to the childminder's healthy eating policy, this helps children develop healthy eating habits. Children are becoming increasingly aware of their own safety, because the childminder provides simple explanations. For example, she raises children's awareness of the risks of climbing on furniture or equipment.

The childminder is a positive role model who encourages children to develop a positive and caring attitude towards others. The childminder routinely praises good behaviour and children's achievement, helping to raise children's self-esteem and encouraging positive behaviour. 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 fostered well, promoting children's confidence and their enthusiasm for learning. This helps ensure children are well prepared for the next steps in their learning, including their transition into school.

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

The childminder has established appropriate systems to ensure most of the safeguarding and welfare requirements are met, but is failing to meet two of the legal requirements of the Statutory framework for the Early Years Foundation Stage. This is because the childminder has very recently changed her name and has failed to notify Ofsted of this change. This is also a breach of a Childcare Register requirement. In addition, the childminder works alongside another registered childminder, who also provides care for the two children on roll on days when the childminder does not work. The childminder explains parents know both childminders well and children have formed an attachment with them both, but it is not clear in written records who has responsibility for caring for

the children on any given day. A daily record of children's hours of attendance is maintained but this does not include the name of each child's key person. This is also a breach of a legal requirement, but neither have an immediate impact on children's safety or well-being.

Children are appropriately safeguarded. The childminder has completed relevant training. She demonstrates a good knowledge and understanding of child protection issues, including her ability to implement appropriate procedures to protect children from possible harm. Rigorous risk assessments and excellent security measures ensure children can move and play safely within the childminder's home and garden. Systems to monitor the effectiveness of the educational programme, including planning and assessment are secure. As a result, the childminder has a sound knowledge and understanding of children's capabilities and supports children in making good progress towards the early learning goals given their starting points. However, systems to evaluate the effectiveness of other aspects of the provision against challenging criteria are not developed. This has an impact on the childminder's ability to identify priorities for improvement that will further improve the quality of the provision and ensure compliance with the legal requirements. The childminder completed all required training at registration and currently holds a paediatric first aid certificate, however, weaknesses in self-evaluation mean the childminder has not securely identified priorities for her professional development.

Partnership with parents is generally good, parents are well informed about the range of activities and experiences their children participate in. Daily diaries, supported by discussion, provide a valuable insight into children's time with the childminder and encourage a two-way exchange of information. The childminder is aware of the importance of working with other agencies to ensure identified children get the support they need. Details of possible development delay are promptly discussed with parents in order to ensure early intervention. However, the childminder is not fully aware of the significance of the progress check at age two in this role.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

**To meet the requirements of the Childcare Register the provider must:**

- inform Ofsted of any change of name(compulsory part of the Childcare Register)
- inform Ofsted of any change of name (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY458945
<b>Local authority</b>	Salford
<b>Inspection number</b>	914046
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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