

Inspection date	29/11/2013
Previous inspection date	02/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Met
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 requires improvement

- The childminder undertakes observations of children which identifies their likes and dislikes. She plans activities which support children's learning and development, in which they make satisfactory progress.
- The childminder has a sound knowledge of safeguarding. She identifies hazards through risk assessments to minimise risks for children.
- Secure attachments are in place and the childminder shows knowledge of the importance of parent partnerships. Therefore, children's emotional well-being is appropriately supported.

It is not yet good because

- Assessment and tracking of children's progress is not yet consistently embedded in practice. This means that planned activities do not always offer appropriate challenge or consistently identify children's next steps in learning, so that they make better than satisfactory progress.
- Planning does not routinely take account of children's interests so that planned activities across all areas of learning are meaningful and purposeful for children.
- Opportunities for parents to share information about children's learning at home are not consistently successful.

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 and children at play throughout the inspection.
- The inspector spoke with children and the childminder throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and looked at the childminder's self-evaluation processes.
- The inspector undertook a joint observation with the childminder and ensured that appropriate suitability checks had been undertaken on all adults in the household.

Inspector

Elisia Lee

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, three grown up children and three younger children aged 14 years, seven years and two years in a semi-detached house in Eccles. The whole of the ground floor, a first floor bathroom and the rear garden are used for childminding. The family has two dogs and six cats as pets. The childminder works with an assistant during the summer holiday period who assists when children go on trips and outings.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- ensure that assessment and tracking are consistently used to identify the next steps in children's learning and to understand children's level of achievement, interests and learning styles, to ensure that learning experiences consistently meet their individual needs and offer challenging learning opportunities so they make good progress
- improve the planning of the educational programmes by taking into account children's interests and reflecting these in planned activities and areas of learning.

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

- enhance opportunities for parents to share information from home to further promote children's learning in the setting.

Inspection judgements

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

The childminder has a satisfactory knowledge of the Early Years Foundation Stage and uses this knowledge to plan activities, which generally support children in their learning and development and as they prepare for school. Children readily take part in activities as the childminder bases interesting activities around set topics throughout the year. For example, children go on a walk to the park and collect conkers and leaves as part of a topic on 'changing seasons'. The childminder observes children as they play and is aware of their likes and dislikes. However, information gained from observing children is not used consistently to identify next steps in children's learning and development. Therefore, planned activities do not always develop into challenging learning experiences for children. This results in learning experiences not being fully in place to precisely match individual learning needs or to always provide developmentally appropriate activities. As a result, children make satisfactory, rather than good progress. Educational programmes cover the seven areas of learning. However, current planning does not consistently reflect children's interests. This means that activities do not always have meaning and purpose to support children in achieving their individual developmental next step.

Learning and teaching is satisfactory. The childminder supports children through providing a running commentary as they play and role models how to use resources. For example, the childminder supports children to construct a wooden train track by asking questions, such as 'can you find a piece the same as mine?'. This strategy supports children's language and problem solving skills. Children initiate their own play and access resources independently. For example, children play with cause and effect toys. However, the childminder does not always take every learning opportunity to challenge the children to think by talking about 'key words' and by encouraging them to ask for objects rather than immediately handing them over. This means that the impact of teaching on children's progress is satisfactory rather than good.

Links with parents are adequate. The childminder gives daily verbal feedback and sends picture messages throughout the day so parents are informed of what their child is doing. The childminder uses an online application to document children's achievements; this can be accessed by parents at anytime. However, while this strategy welcomes parent contributions, it is not always successful in engaging the sharing of information of what children do at home. Parents are involved in children's learning by initial discussions which inform the baseline assessment and they contribute to the progress check at age two. The childminder supports children in their readiness for school through discussion and by supporting independent skills, such as, dressing and using the bathroom. Appropriate transition procedures are in place and the childminder supports children adequately at these times. The childminder has effective links with staff from local schools as she collects older children on a daily basis. This means that she is able to verbally share information with school staff to support children as they move into full time education.

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

The childminder creates a relaxed environment. Secure attachments are in place and children are settled and happy. For example, older children involve the childminder in their play, while younger children enjoy cuddles as they are bottle fed. Children are confident

and readily make their needs known. The childminder gathers relevant information from parents to ensure children's needs are supported. For example, when children first start at the setting the childminder offers staggered starts which allow children and parents to steadily build purposeful relationships. This shows that the childminder understands the importance of liaising with parents to understand children's needs. For example, the childminder follows the same care routines as parents offer at home.

The childminder offers consistent praise to children as they play. For example, children build a tower with bricks and the childminder congratulates children. Independent skills are promoted. For example, children access resources, take their coat off and wash their hands independently. The childminder uses strategies to promote positive behaviour through calm discussion and the use of stickers. The childminder answers questions and discusses children's fears. Consequently children's emotional well-being is promoted. The childminder shows a suitable understanding of risk assessment. Daily safety sweeps are completed and risk assessments are undertaken to identify potential risks. For example, the childminder has undertaken a risk assessment on the daily walk when collecting older children from school. Children are building a knowledge and understanding of risk through taking part in regular emergency evacuations. Resources are satisfactory and offer age-appropriate opportunities to engage children in learning.

Children learn about healthy lifestyles through accessing the outdoors every day. Children walk to local schools to collect older children and take part in a range of outings throughout the day. For example, children visit the library, the park and soft play centre. The childminder prepares meals daily and works with parents to offer meal choices which children enjoy. Children's dietary requirements are catered for and a selection of fresh fruit and milk is always available.

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

The childminder has a secure knowledge of safeguarding procedures. She has attended safeguarding training and is aware of appropriate contacts for further advice and support should she have a safeguarding concern. Children are appropriately supervised and safeguarding practices are evident. For example, the childminder ensures that exit doors are always locked; she maintains appropriate insurance and uses a visitor's book to record all visitors on the premises. In addition, the childminder always stays within ratios, keeps records of accidents, medication and attendance which help to further protect children and promote their welfare. The childminder works with an assistant in the summer months, who supports her when she takes the children on outings. The childminder ensures selection and recruitment procedures are effective. For example, the assistant is appropriately qualified, has undertaken first-aid training and appropriate suitability checks are in place.

The childminder has a satisfactory knowledge of how to support children in their learning and development. Some monitoring is in place. Children make satisfactory progress in their learning and development but monitoring of the educational programme is not robust

enough to ensure children make better than satisfactory progress. The childminder attends mandatory training and has identified further training that she would like to attend in order to refresh her skills and knowledge. This supports the childminder's satisfactory level of continued professional development. The childminder undertakes self-evaluative practice and has identified areas of weakness and strength. She welcomes suggestions from parents to improve her practice. For example, she has purchased resources to support children's play and has introduced a homework night once a week for older children.

The childminder has relevant relationships with other professionals and effective partnerships are in place. The childminder works with staff from local schools to support children. For example, she attends transition meetings with school staff to ensure all carers are aware of children's needs as they prepare for school life. The childminder has experience of working with a range of professionals. The childminder has a sound knowledge and understanding of the importance of working with parents and supports effective partnerships through daily discussions.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	504113
Local authority	Salford
Inspection number	938479
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	02/03/2012
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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