

Inspection date	17/02/2014
Previous inspection date	18/02/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	3	4
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 and her assistant provide a welcoming environment where children are secure and confident. They have an understanding of how to manage any concerns they may have about a child's welfare in order to safeguard children.
- The childminder has an awareness of the importance of partnership working with parents, other settings and any professionals who support a child, in order to promote continuity for children's care and learning.
- Children make steady progress in their learning as the childminder provides activities that match their needs and interests and has also improved her knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage.

It is not yet good because

- Evaluation of the provision has not recognised the inconsistent monitoring of the breadth of observations of children's learning, leading to a lack of precision when identifying where to make interventions to swiftly close any gaps in learning.
- The ways in which parents can be encouraged to contribute information to inform the planning for their children's learning have not been fully explored, so this is not always available to the childminder.
- The childminder has not yet shared her increasing knowledge of how to support children's communication and language development with the assistant to improve the

consistency of good quality interaction with children.

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 viewed the areas of the premises that are used for childminding.
- Evidence of suitability of adults living and working on the premises and their qualifications were checked.
- Samples of documentation were examined, which the childminder uses when caring for children, regarding welfare and learning.
- The childminder and the assistant were interviewed to ascertain their knowledge of areas, such as safeguarding, how to support children's learning and the ways in which practice is evaluated for continuous improvement.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and voluntary and compulsory parts of the Childcare Register. She lives with her husband and child aged three years in Swinton, Manchester. The living room, conservatory, playroom and kitchen are used for childminding purposes. Bathroom facilities are available on the ground floor. There is a fully enclosed outdoor play area to the rear of the property.

Care is provided from 8am to 6pm, Monday to Friday all year round, except for family holidays and bank holidays. The childminder is supported by an assistant. She is available to collect children from local schools and offers care to older children before and after school and during school holidays. There are currently eight children on roll, of whom six are in the early years age range, attending for a variety of sessions. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- develop the monitoring of the breadth of observation and assessment to ensure that this covers all areas of learning for all children attending in order to enhance the precision of planning for their individual needs.

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

- share training on developing children's communication and language with the assistant in order to maximise children's learning in this area through consistently high quality interaction that encourages children's thinking and talking in sentences
- explore ways to encourage parents to share their own observations and information about children's learning, in order to better support planning for children's ongoing progress
- develop the depth and breadth of evaluation to build on the current progress in continuous improvement of the provision for children's well-being and learning.

Inspection judgements

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

The childminder has records to track children's progress in learning, and uses her observations along with information from parents to ascertain children's starting points in learning. This means that she is able to make some plans for their initial learning, based on what children can already do and the interests they show. The childminder uses a flexible approach to planning for children's learning. She uses their interests and what she knows of their needs to build up a broad weekly plan including outings, to support their progress. She displays this on a whiteboard for herself and the assistant over the week, so that both adults can see how to use children's interests and ideas, as well as contributing any observations they make to develop this. As a result, children are showing development within a range expected for their age and they enjoy their play. This is because activities and resources offered match their interests and needs. The childminder makes observations about what children can do and enjoy, and from this, plans some next steps in learning. However, the monitoring of the breadth of observations requires improvement in order to enable assessment and planning to rapidly identify and address any areas where children's learning shows gaps. The childminder has begun to develop her professional knowledge of how to better support children's language and communication skills by attending courses on this regularly. However, she has not yet shared this with the assistant in order to develop high quality interaction where children are consistently supported to think critically and attempt replies in sentences. This lessens the effectiveness of the training as only the childminder has the knowledge of how to adapt their practice to improve children's learning in this area.

Parents can view the online recording system in order to see photographs of their child and information about their learning. There is the facility for parents to add to this with their own observations and photographs, however, this is not consistently used and the information is not always available to the childminder for planning. The childminder has been successful in encouraging some parents to contribute to the 'About me' section of the online records for their child, but again, this is not consistently completed on a regular basis to support the childminder's planning for children's learning.

The childminder makes some use of children's spontaneous talk about their new interests to support their learning. For example, when a child talks about a new exercise class they attend, the childminder encourages them to show what they can do, reinforcing the child's whole body coordination, as well as their knowledge of parts of the body. She is aware of areas of learning which children enjoy less than others and tries to use their interests to draw them into less-favoured activities. For example, she offers children who do not usually engage with construction toys, opportunities to make models using recyclable materials, such as plastic boxes. This allows them to use their interest in creative play to support learning about how to fit three dimensional shapes together. For example, they make 'drums' and 'shakers' from plastic cake case holders, sticky tape and shiny sequins. They also develop their ideas for this further by using wooden spoons that they have decorated as beaters for their 'drum' and they sing as they tap the spoon. As a result, children are able to initiate opportunities for song and rhyme, which provides further

creative support for their developing literacy skills. The assistant sits with very young children to help them match up two pieces of interlocking jigsaws, and she points out the colours and animal names for the pictures to enhance their knowledge of words. This activity also helps to extend children's ability to make links using similarities, which supports critical thinking, while they develop their hand-eye coordination as they work out how to fit pieces together. The childminder provides easily accessible resources for children to use to make marks as part of their learning about early writing. Children, therefore, are able to make marks and tell the adults caring for them about their meaning, as they develop early literacy skills. The childminder has developed the activities offered to help children learn about the natural world around them, such as by providing opportunities for children to look for mini-beasts when in parks and putting bird seed in the rear garden. She has begun to build a range of resources and activities to better support children's learning about diversity in the wider community, such as books or printable resources.

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

The childminder sets clear rules and boundaries that are suitable for supporting the behaviour of the ages and stages of children attending so that they are kept safe. Parents are informed about their child's care, learning and activities on a daily verbal basis, to promote continuity between home and the childminder's care. Children are observed to be confident and secure in her care. For example, they explore the space and resources fully, and talk or vocalise confidently to the childminder and assistant due to their attachment to them. The childminder provides plenty of reassurance, when children seem unwell, in order to support their emotional well-being, while immediately consulting parents about what action should be taken.

A suitable range of resources are readily accessible to children as appropriate to their age and stage, including a selection of ones for making marks. This helps children and babies to make their own choices about what to play with and supports their developing independence. The childminder provides safe, daily opportunities for outdoor play and exercise as children have access to the enclosed rear garden or local parks. The childminder also uses soft play centres and playgrounds to provide opportunities for children to develop whole body coordination. This means that children can take reasonable risk in play for their age and stage, combined with careful supervision.

The house is clean and well-maintained, with hygienic measures to promote children's safety and help prevent illness due to spread of any germs. Suitable safety measures have been put in place to help minimise accidents, such as safety gates on the stairs and cupboard catches in the kitchen. The childminder seeks suitable written permissions from parents, such as to leave children in the care of her assistant for up to two hours and also to take them on outings, as part of managing risk. This also supports partnership with parents, who can make a range of decisions about the support for their children's well-being through this flexible approach. The childminder provides healthy meals and snacks for children, to support a balanced diet and an understanding of the foods that constitute this. Her knowledge of the children and families for whom she provides a childminding service enables the childminder to support the care and emotional needs of children well.

She seeks suitable information regarding children's welfare from their parents prior to them joining. This is used to help children to settle rapidly as she has knowledge about their routines and interests, as well as any health related issues to support this. The childminder is flexible with regard to starting arrangements for children when they join her setting, in order to support their emotional well-being, and this is planned on an individual basis to match each child's needs.

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

The childminder makes risk assessments and safety checks, which are adequate to protect children's safety, and regularly reviews these to maintain this. Therefore, children can play safely on the premises and access local outings, along with some further afield. The childminder and her assistant demonstrate sufficient knowledge of safeguarding procedures to manage any concerns they may have about a child's welfare. There is a suitable procedure for reporting any allegations made against the childminder, her assistant or her family. Suitability of adults living and working on the premises is checked through Disclosure and Barring Service checks, in order to protect children. The childminder's practice is supported by policies and procedures that underpin children's welfare and learning. For example, she has a policy regarding the use of mobile phones and cameras when she is childminding in order to prevent misuse of images of children. All documentation is in place to support the safe running of the childminding setting, such as daily records of children's names and hours of attendance. The childminder and the assistant are both qualified in paediatric first aid in order to deal with any emergencies of this type correctly.

The childminder demonstrates a growing knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This is as a result of attending a number of training courses, which demonstrates the childminder's commitment to developing her practice. Children make steady progress in their learning, but a lack of understanding of how and why observations and assessment should be monitored, limits the effectiveness of plans made for their learning. Consequently, this leads to inconsistency in the monitoring the breadth of assessment, which limits the opportunities to identify any gaps in children's learning. This means that interventions to prevent any future difficulties in learning may not be consistently timely. Children's progress is recorded using an online system which stores photographs and links to age-linked developmental milestones. This can be accessed by parents, to see photographs and assessments of their children's learning. However, the childminder does not use this effectively as part of the ways to monitor the breadth of observations for each child, limiting its use for informing planning.

The childminder obtains parents' views about her provision through verbal and written means and has begun to incorporate these when making decisions about her practice and how the support for children's learning can be improved. The childminder demonstrates an awareness of the need to work with other professionals to support the needs of children with special educational needs and/or disabilities. She also recognises the importance of information exchange regarding children's progress with any other settings they attend

and has made approaches to facilitate this. For example, she has permission to look at children's learning files from other settings in order to complement what they do. Discussion and communication with the assistant is recorded, for example, to demonstrate how the childminder passes on information to develop the assistant's practice or how they decide on which resources to acquire next to support children's learning. The childminder is making steady progress in her skills as a reflective practitioner, and as a result, the provision for children's well-being and learning has improved since the previous inspection.

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	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	EY449106
Local authority	Salford
Inspection number	913123
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	8
Name of provider	
Date of previous inspection	18/02/2013
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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