

Inspection date	19/12/2013
Previous inspection date	12/07/2012

The quality and standards of the early years provision	This inspection:	2
	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		2

The quality and standards of the early years provision

This provision is good

- Teaching is rooted in the childminder's secure knowledge and understanding of the Early Years Foundation Stage and how children learn. She makes the most of every opportunity to promote children's learning through play and challenging activities. As a result, children make consistently good progress in relation to their starting points.
- Children feel safe and secure and develop strong, emotional attachments with the childminder who provides a caring and loving environment which effectively promotes their all-round well-being.
- The arrangements for safeguarding children are well-established and detailed policies and procedures are consistently implemented to ensure their safety.
- There are strong partnerships with parents and other early years providers, which ensures that children receive consistency and continuity in their learning and care.

It is not yet outstanding because

- Arrangements for sharing extensive information with parents regarding the management of behaviour is less well established, to build on existing good links between home and the provision.
- The environment is not yet fully resourced with signs, symbols and text to further enhance children's literacy skills.

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 children's activities in the lounge and dining area.
- The inspector held discussions with the childminder and talked to children throughout the inspection.
The inspector looked at various documents including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector took account of the views of parents from written statements.

Inspector

Julie Kelly

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner, twins aged three years and one child aged 17 years in the Swinton area of Manchester. The whole of the ground floor of the house is used for childminding and children also access bathroom facilities and a front bedroom on the first floor. There is a small enclosed decked area at the rear of the house available for outdoor play.

There are currently eight children on roll, five of whom are within the early years age range and three are school age children who attend before and after school and during school holidays. The childminder operates from Monday to Friday from 7am until 6am for 48 weeks of the year.

What the setting needs to do to improve further

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

- strengthen existing good relationships with parents by providing extensive information regarding the management of children's behaviour in order to further enhance links between home and the provision
- build on children's existing good literacy skills, for example, by providing an environment rich in signs, symbols and text to strengthen their understanding that print carries meaning.

Inspection judgements

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

Children's enthusiasm for learning, and levels in which they succeed, is enhanced by the childminder who has a very good understanding of how to capture children's interests and recognises fully that children learn through play. For example, she notices that children are interested in trains so successfully uses their enthusiasm to teach children to count and develop their mathematical vocabulary, such as, 'under', 'over', 'through' and 'across'. Teaching techniques are strong and rooted in the childminder's very good knowledge of child development and the Early Years Foundation Stage. As a result, children's individual needs are well met and they make consistently good progress in relation to their starting points.

The environment is stimulating and well organised to promote children's natural curiosity

and develop their independence skills. For example, toys and resources are stored in boxes located on the floor to enable children to self-select resources and choose what they want to do. Children develop good social skills as the childminder teaches them to cooperate, share, take turns and negotiate as they play. Their learning is further extended as they visit local groups, clubs and places of interest when they learn to socialise with children and adults away from the childminder's home. The childminder places a strong focus on the development of children's communication and language skills. She skilfully provides a running commentary to describe what children are doing, introduces new words to extend their vocabulary and effectively uses stories, songs and rhymes to enhance their attention and listening skills. However, the environment is not extensively rich in signs, symbols and text to further enhance children's literacy skills and strengthen their understanding that print carries meaning. The childminder provides children with a broad range of opportunities to develop their large muscle control and coordination, as they ride wheeled toys and use digging tools. Furthermore, regular visits to the local parks and fields give children the open spaces and freedom to run around and access large climbing equipment. Consequently, children successfully acquire the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school.

The accurate and precise observations and assessments of children ensure that their needs are clearly identified and this information is used to inform future planning. The childminder obtains detailed information from parents on entry about children's learning and development, favourite activities and individual interests. This information along with subsequent observations is used as an effective starting point to plan for children's future learning. Children's progress is effectively tracked through a continuous assessment of their achievements. This helps the childminder to support them to make good progress in their learning and development as their unique needs are recognised and planned for. In addition, the childminder can quickly identify any gaps in children's learning and seek external support and intervention if necessary. Children's learning records contain a wide range of information, including photographs, detailed observations and examples of their work. Partnerships with other providers are strong and make a significant contribution to meeting children's needs. The childminder liaises very closely with the nursery which some children also attend. For example, children's learning and development records are shared between the two providers, and as a result, their learning is fully complemented and consolidated. The childminder also shares two-way information with parents about their children's learning in the provision and at home through daily conversations and the text messaging service. This ensures that parents are kept fully informed of their children's progress; the childminder is able to build on children's learning at home and in addition help parents to continue to support their children's learning.

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

The childminder is skilled and sensitive and supports children to form strong, secure emotional attachments, which provide a firm foundation upon which to develop their personal, social and emotional skills. The sensitive, caring interaction between the childminder and children ensures that all children form positive and trusting relationships. The childminder provides opportunities for children to make choices in their activities but also, very importantly, provides a familiar routine which promotes their emotional security.

She gathers detailed information about children's likes, dislikes and comforters from parents on entry to the provision. As a result, children settle well and demonstrate that they are happy and feel safe and secure in the childminder's home. Children develop good self-help skills because the childminder teaches them to adopt a 'can do' attitude and encourages them to do things for themselves whenever possible. Their good health and self-care is securely embedded as they attend to their own care needs. For example, children are independent as they self-select resources and manage their own personal needs in readiness for school.

The childminder teaches children about keeping themselves safe, both within the home and when on outings. She teaches older children about road safety and how to use the pelican crossings. The use of reins when out walking helps younger children to begin to be aware of their own safety. Furthermore, the childminder provides activities and play experiences to effectively teach children about safety. For example, she transforms the environment into a fire station; children practise fire drills, dress up in costumes and pretend to be fire-fighters to develop their awareness of the dangers of fire. Children display high levels of confidence and self-esteem as they play, they talk about what they would like to do and confidently express their needs. They are eager to share their experiences with the childminder and talk freely about their home and family during their play. Consequently, children develop a strong sense of self-confidence and self-awareness. Children benefit from the opportunities to mix with children of different ages within the childminder's home. This enables older children to develop a caring attitude towards younger children, who in turn learn from the positive role modelling of the older children.

The childminder uses positive praise and clear guidance and boundaries to manage children's behaviour, which are appropriate to children's levels of understanding. She uses distraction techniques, talks calmly to children and offers alternative resources and activities to effectively manage any minor behavioural issues. As a result, their behaviour is consistently good. The childminder teaches children to be aware of the importance of healthy eating as she provides them with nutritious snacks and encourages them to try new foods and textures. Children have daily access to outdoor play to enjoy regular fresh air and exercise and the provision of quiet, cosy areas within the indoor environment give children opportunities to rest and relax. The childminder role models good hygiene practices and teaches children the importance of washing their hands before eating and sifting using the bathroom. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

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

The childminder has a very good knowledge and understanding of how to protect and safeguard all children and has undertaken intensive safeguarding training to strengthen her knowledge and skills. She is fully aware of the signs and symptoms of abuse, what to do and who to contact if there are any child protection concerns. Parents receive a copy of the safeguarding policy and are informed of the procedure to follow should they have any concerns about the childminder or her associates. The childminder has a comprehensive set of detailed policies and procedures which are followed meticulously. Children's safety is

further enhanced through the implementation of rigorous risk assessments and daily checks of the indoor and outdoor environment. Furthermore, the vigilance of the childminder, consistent supervision of children and security systems, such as locks on doors mean that children can learn and play in a safe environment. The childminder ensures that children are supervised at all times and are within sight and hearing to keep them safe. In addition, attendance records evidence the numbers of children present each day and the times of arrival and collection to ensure that ratios are consistently met.

The childminder has a secure knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. She demonstrates a comprehensive understanding of her responsibilities to meet the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Observations and assessments are accurate and precise and effectively demonstrate children's current learning and development and clearly identify targets for children's next steps in learning. The childminder consistently monitors her routines and planning in order to meet children's learning needs through a broad and balanced range of experiences and activities that cover all seven areas of learning. The childminder oversees the educational programme and ensures it is effective so that children have access to a broad and balanced curriculum. She monitors observations and assessments and reviews children's learning records to ensure they accurately reflect children's learning and progress. The childminder is passionate and committed to her work with children and this is reflected in her enthusiasm and the enjoyment she demonstrates when interacting and playing with the children. The childminder accurately identifies the strengths and areas for development of the provision and her practice through the effective self-evaluation process. She talks to children about their ideas and suggestions and seeks the views of parents through written questionnaires. All actions and recommendations from the last inspection have been addressed. This is particularly evident in the adaptations made to the observation, planning and assessment process, resulting in a significant improvement in children's progress. The childminder is proactive at seeking support and advice to help her to improve the service she provides and learning outcomes for children. For example, she attends the local groups where she shares good practice with more experienced childminders. The knowledge the childminder gains from a wide range of professional development training courses is effectively translated into practice, which results in the improvement of learning outcomes for children.

The childminder has a secure understanding that working very closely with parents has a positive impact on children's learning and development. Children's learning records are shared with them and they access a broad range of information in the form of daily verbal communication, displays, newsletters and photographs. In addition, the childminder invites parents to spend a day with her and the children so that they can observe what children are doing and help them understand how the activities help children learn. However, systems for sharing extensive information with parents regarding the management of children's behaviour is less well established in order to further enhance the strong links between home and the provision. Systems for working with other early years providers, such as local schools and nurseries which children also attend, are effective and successfully promote continuity and consistency for children's individual care and learning. As a result, children experience a smooth transition as they move on to the next stage in

their learning, including school. Parents are highly complimentary about the childminder and the service she provides. They state that she is friendly and approachable, they are pleased with the progress children make and that they love the photographs that successfully 'capture the moment'.

The Childcare Register

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
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	EY440911
Local authority	Salford
Inspection number	945541
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	8
Name of provider	
Date of previous inspection	12/07/2012
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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