

## Inspection date

Previous inspection date

27/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder provides good levels of challenge to the children because she uses her observations of children's learning to identify and plan for the next steps in their learning. As a result, children make good progress in their learning and development.
- Children relate well to the caring nature of the childminder and her assistant. Consequently, children settle and form secure emotional attachments, which enables them to be happy and feel confident in their surroundings.
- The childminder has a secure understanding of the safeguarding and welfare requirements. This ensures children are kept safe and their well-being is effectively promoted.

### It is not yet outstanding because

- Information gained from parents with regard to children's starting points does not always provide the childminder with extremely detailed information about the child's learning so far.
- Existing practice to share information with parents regarding children learning and development within the setting, is not fully embedded with all parents.

## 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 engaging in a variety of activities.
- The inspector spoke with the childminder, the assistant and interacted with children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled a selection of documentation including suitability checks, the childminder's self-evaluation document, children's learning journey records, written policies and children's records.

## Inspector

Nicola Eyre

## 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 lives with her husband and seven children aged 10, nine, seven, five, four, two and one year in a house in Salford. The whole of the ground floor, one bedroom and bathroom on the first floor and the front and rear garden are used for childminding. The family has no pets. The childminder takes children to visit the park and play in the garden on a regular basis. She can collect children from school. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder works with assistants. She operates all year round from 9am to 4.45pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3.

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

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

- strengthen the existing practice of sharing the learning and development that has happened at the setting with parents, so that all parents are fully aware of their child's ongoing progress
- build on existing methods for gathering information from parents on entry, in order to gain a more accurate picture of children's starting points.

## Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundations Stage and she understands how children learn. As a result, she provides them with a range of planned and freely chosen play experiences across the seven areas of learning. Consequently, children make good progress in their learning and development. The childminder knows the children in her care well. Clear observations of children's learning are recorded in their learning journals, which enables the childminder to identify children's next steps and differentiate activities to support individual needs. As a result, the childminder is able to plan a range of appropriately-stimulating activities that support children to make good progress towards the early learning goals and which supports their future learning.

Children are encouraged to make choices over their play as the childminder presents a large selection of resources at their height in a bright and welcoming environment. Therefore, children's independence is promoted from an early age. Young children are encouraged to engage in sensory activities and this is promoted through the resources and the activities provided, such as exploring jelly and cous cous. The childminder and her

assistant use individual children's interests to support their learning. For example, they use a child's interest in painting her hand and cleaning it off, to help extend the learning by encouraging her to make different marks with her hand as part of the skills needed for early writing. The childminder is a good role model and models good listening during activities. She supports the language acquisition of very young children by modelling the words and giving praise when children attempt the word. As a result, children feel secure in their babbling.

Parents are regularly informed about the activities their children are doing in the setting. The childminder and assistant engages them in regular daily discussions and record children's activities in a home link book. The childminder also sends home weekly newsletters which show photographs of children involved in the activities they have carried out the previous week, as well as information about the future activities planned. Parents are encouraged to discuss activities that have happened at home when they drop children off and through the home link books. However, opportunities to involve all parents in establishing children's starting points when they start at the setting, as well as sharing with them children's individual progress in their learning and development are not yet fully embedded.

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

Children develop close and positive relationships with the childminder and her assistant. These relationships are enhanced through the childminder's clear settling-in procedures. Parents are invited to attend settling-in sessions prior to their child starting with the childminder. This helps the child to become familiar with the environment and the childminder. In addition, it is an opportunity for parents to share information with the childminder about their child. As a result, the childminder has a good understanding of individual children's care needs and this helps children to successfully make the transition from home to the childminder's care. Parents comment that 'my child's face lights up when he sees the childminder'. Children are emotionally secure as they have strong bonds with their key worker and regularly share cuddles and play close to both the childminder and the assistant. The childminder and assistant consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence and consequently, children are happy.

Good hygiene procedures, such as regular hand washing, are promoted at all times and the childminder promotes healthy lifestyles through providing a healthy well-balanced diet and promoting exercise. Children take part in regular exercise sessions where they stretch their bodies and move around the space in different ways in time to music. Children enjoy time in the garden chasing balloons and riding scooters. These activities support children's understanding in keeping active. Children are supported in learning about keeping themselves safe through the care and explanations from the childminder and her assistant. They remind children about tidying up and why it needs to be done. Children actively help sweep up the floor after messy activities and pick toys up. Consequently, the childminder provides the space and freedom for children to explore while being kept safe through her supervision and support.

Children have a good sense of belonging in the setting as there are photographs of the children engaged in a variety of activities. Children enjoy looking at photographs of themselves and readily use these to support their language acquisition. The overall atmosphere is one of calm, so children are happy and focused during child-initiated and adult-led play. The childminder applies consistent strategies to promote positive behaviour, such as routinely praising children for their efforts and sending notes home to parents. As a result, children who initially find it difficult to share, gradually develop good social skills so that they play well with other children. This approach is successful in helping children to be well prepared emotionally for their next stages of learning. As a result, children are gaining key skills which will support them in the transition to school.

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

The childminder has used self-evaluation procedures to identify strengths and weaknesses in her setting. She involves the childminding assistant and feedback from parents questionnaires and daily discussions to support her in reflecting effectively. She assesses children's enjoyment and learning in the activities and resources that she provides to support her in making changes. The childminder attends relevant training events that become available. She reflects upon the setting and practice to establish her training needs and those of her assistant to further enhance the provision. The childminder has regular meetings with her assistant and they work closely together to plan activities to support children's interests and needs and to consider the success of the experiences they offer. As a result, the childminder is always reflecting upon her practice and the changes she could implement to support the children who attend her setting.

The childminder is building positive relationships with parents of the children she cares for. Parents are complimentary about the childminder and they are happy with the care and teaching that she provides. Comments, such as 'I am really happy with the quality at the setting' and 'the childminder cares about my views and those of my child', are made by parents. The childminder communicates with parents on a daily basis and shares information about the children's day. She is beginning to send home children's learning journeys to support parents' knowledge of the progress that their child is making in their learning and development, although, at present this is not yet embedded with all parents. At present the childminder does not care for children who attend another setting. However, through discussion, the childminder demonstrates an understanding of the importance of building partnerships and links with other settings when the time comes, to support children's transition and future learning.

Children are effectively protected from harm as the childminder demonstrates a secure knowledge of her responsibilities with regards to safeguarding children. She has attended courses to support her understanding of child protection and support her in identifying signs of abuse and she has used this information successfully to train her assistant. Children remain safe and secure in the childminder's care because she conducts daily risk

assessments of her home and garden. Appropriate records regarding accidents are also kept and parents are informed. A comprehensive range of policies and procedures, which all parents are made aware of at induction, meet all welfare requirements to support the safe and efficient management of the setting.

### **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

<b>Unique reference number</b>	EY466429
<b>Local authority</b>	Salford
<b>Inspection number</b>	935429
<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>	7
<b>Number of children on roll</b>	5
<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.

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