

<b>Inspection date</b>	06/02/2014
Previous inspection date	18/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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**

- Children make good progress in their development and have a positive attitude to learning. This is because the childminder knows them very well and provides experiences that she knows they will enjoy.
- The safeguarding and welfare requirements are well understood by the childminder through clear policies and procedures, which are embedded into the routine daily to ensure children are kept safe.
- The childminder builds positive relationships with parents and keeps them informed and involved in their children's care and learning.
- Children's language and communication skills are very well promoted as the childminder engages in discussion with them at all times. They chatter with her as they effectively develop their language structures and build their vocabulary.

### **It is not yet outstanding because**

- There is scope to improve the outdoor environment further in order to build on children's literacy and numeracy development, by using print and numbers outside.
- Children cannot easily see what toys are available, which reduces their ability to make independent choices.

## 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 toured the whole of the area that is used for childminding.
- The inspector observed activities in the playroom and the interaction and learning between the childminder and a child.
- The inspector checked evidence of the suitability and qualifications of the childminder and the childminder's self-evaluation and improvement plan.  
The inspector sampled a range of documents that cover the learning and development requirements, including observations, planning and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.
- Discussions took place between the childminder, the child and the inspector at appropriate times during the inspection.
- The inspector took into account the written feedback of the parents.

## Inspector

Lisa Maidment

## Full report

### Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in the Cadishead area of Manchester. The bathroom on the first floor, the side garden and the whole of the ground floor, with the exception of the conservatory, are used for childminding. The childminder has goldfish as pets.

The childminder visits the shops and park during the week and collects children from the local school. There is currently one child on roll who is in the early years age group and attends for a variety of sessions. She also cares for her two grandsons aged two and six years. The childminder provides care all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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

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

- enhance and build on children's literacy and numeracy development, for example, by providing print and numbers in the outdoor environment
- strengthen opportunities for children to choose their activities, what they want to do and how they will do it, for example, by making toys and resources more accessible.

## Inspection judgements

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

Children are keen to learn and enthusiastically take part in adult-initiated activities because the childminder provides them with a wide range of fun opportunities that reflect their individual interests and stages of development. The childminder is fully involved with children's play, which helps support their learning. For example, during a planned activity with play dough, children are encouraged to identify shapes and colours and talk about patterns in the dough. She uses words, such as 'soft, small, round' and 'roll' along with open ended questions to encourage children to critically think and predict what might happen next. The childminder gives constant praise and encouragement, which boosts children's confidence to offer solutions in the future. The childminder provides experiences for children that help with communication skills and introduces them to new words to encourage their language development.

Since her last inspection, the childminder has improved the information obtained from

observing children in order to understand their level of achievement. Through children's learning journals, it is clear that children are observed and assessed using the characteristics of effective learning and are moved onto their next steps using careful planning. The childminder uses initial conversations with parents and her primary observations to discover children's starting points and through careful tracking, is able to move children towards their next stage of development. By improving her own knowledge and understanding of the Early Years Foundation Stage, the childminder can now identify any gaps in children's learning and quickly support them to make good advancement. As a result, children make good progress towards the early learning goals and are developing the skills needed for their future learning and the eventual move on to school.

The childminder provides a warm and secure indoor environment. The area used for childminding is spacious and children are able to move around freely. High quality resources are available for children, however, it is not always easy for them to see everything that is available and this reduces opportunities for them to make choices. There is direct access to the outdoor environment through the kitchen and the childminder ensures children have access to fresh air daily. The childminder supports children's learning well. She uses open-ended questioning to encourage their knowledge and develop critical thinking skills needed for their future learning. For example, she asks questions, such as 'what does this play dough feel like?' to encourage investigation and explore ideas.

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

The well-being of children is important to the childminder. She enhances self-esteem by constantly praising children, giving them cuddles and praise and encouraging them to display appropriate behaviours. For example, a child throws a small rolling pin. The childminder explains, demonstrating appropriate language, why the child should not do this. 'Careful' she says, 'that might hurt somebody. It isn't good to throw things. Why don't you use it to roll out this play dough?' This draws children towards behaving positively and quickly dispels any displays of negative actions. If children feel sad the childminder comforts them, enabling them to feel secure, safe in the knowledge they are fine. Therefore, the childminder is teaching children to have good emotional well-being in preparation for their transition to school.

The childminder encourages children to have healthy lifestyles. She promotes good healthy eating and prepares nutritious home-made meals for children to eat. She works with parents to encourage them to provide nourishing snacks from home, to help children learn the importance of being healthy. The childminder works alongside the wishes of parents to ensure children are kept to a routine throughout the day. The childminder ensures children follow good hygiene practices to support their independence. Nappy changing times are happy and fun, with the childminder constantly communicating with children, encouraging their speaking skills. Children have opportunities to understand how they keep safe, as the childminder constantly chats with them about what they are doing. For example, a child explains how it is important for him to have a strap around himself when sitting on a booster seat at the table, 'so I don't fall off!' As a result, children learn

essential skills in readiness for their next stage of learning.

The childminder takes children out daily for walks to the park and school and visits local groups to meet other children and engage in physical play. They access large physical apparatus and learn how to climb, swing and slide safely. When walking to the park, the childminder talks to children about road safety, alongside the dangers of talking to strangers. As a result, children can improve their physical skills and are kept safe from harm. The outside environment of the childminder's home is good. There are resources available to promote children's physical skills. They can kick a ball, learn about growing plants or watch birds eat food from a bird table to learn about living things. Children have opportunities to hide in the wicker den or roll tyres along the ground. The childminder has taken steps to enhance the outdoor play area, however, there is scope to provide further resources to allow children to see print and numbers when playing outside. This would further support children's understanding of literacy and numeracy.

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

The childminder takes all necessary steps to safeguard children from harm. She has all appropriate statutory policies and procedures in place and regularly practices fire drills to ensure that children understand the importance of evacuation in the event of a fire. The childminder has made sure all persons aged over 16 who live in the house have appropriate suitability checks and she has recently attended training on safeguarding and child protection. The childminder understands who to contact in the event of a disclosure from a child who is at risk from harm, or if an allegation is made against her. In-depth written risk assessments are available to view for both the indoor and outdoor environment and also when she takes children to parks and on outings. The childminder understands the welfare requirements for the Early Years Foundation Stage and all requirements for the Childcare Register are met.

The childminder has taken steps to improve her knowledge of the learning and development requirements of the Early Years Foundation Stage. She has recently attended a number of training courses to improve her teaching and as a result, has implemented a number of changes in her practice. For example, she knows that she can work alongside outside agencies to fully support children who may be identified as needing additional support. The childminder evaluates her practice and takes steps to improve her provision. For example, she highlights the need to change and improve the way she lays out toys and resources to give children more opportunities to choose for themselves, although this has not yet been put in place.

The childminder attends local groups and centres where she meets other childminders to exchange good practice while children play. She helps organise these sessions by arranging activities for children, to improve their learning outcomes and bring variety to their daily routine. This extends opportunities to promote children's social skills. The childminder receives support from her local authority quality improvement team, who work

with her to ensure her practice is good. Parent partnership is important to the childminder and she receives positive comments about her practice from them. Feedback from parents show how they like the provision the childminder provides. For example, one parent stated, 'My child has been going to the childminders for two years now and has developed very well. I know I can go to work and concentrate on my job knowing my child is happy and healthy. I would definitely recommend the childminder'.

### **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>	307384
<b>Local authority</b>	Salford
<b>Inspection number</b>	913128
<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>	5
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/02/2013
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

