

Inspection date	30/01/2014
Previous inspection date	10/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 demonstrates a good knowledge and understanding of the seven areas of learning and how children learn. As a result, children make good progress while in her care.
- The childminder has a secure understanding of the safeguarding and welfare requirements. Therefore, children are kept safe while in her care.
- Children develop healthy habits while at the childminder's home. This is due to their participation in a wide range of planned and unplanned activities, such as brushing their teeth and growing their own fruit.
- The childminder is a very good role model. She has implemented effective strategies to support children in managing their own behaviour. As a result, children behave very well.

It is not yet outstanding because

- On occasion, children are not given sufficient time to respond to the childminder's questions during imaginative play. This does not maximise opportunities for children to use their ideas and make up their own stories.

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 had a tour of the childminders home and observed her while she interacted with children.
- The inspector and the childminder completed a joint observation of a planned activity.
- The inspector held a meeting with the childminder at convenient times throughout the inspection.
- The inspector looked at some paperwork, including the childminders policies and children's records and development files.

Inspector

Karen McWilliam

Full report

Information about the setting

The childminder was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Salford. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends toddler groups and she visits the shops, museums and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently 10 children on roll, five of the children are in the early years age group and attend for a variety of sessions. The childminder provides funded early education for three- and four-year-old children.

She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance the educational programmes for communication and language by consistently allowing children sufficient time to respond to questions when engaged in imaginative play, in order to formulate their own ideas.

Inspection judgements

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

The childminder has a secure knowledge and understanding of the learning and development requirements. Overall, the quality of teaching is good as she constantly interacts with children, challenging and extending their learning. The educational programmes have breadth and depth and cover the seven areas of learning well. The childminder has a strong focus on meeting children's individual needs and ensures activities and experiences take into account their interests and age and stage of development. She regularly observes children and monitors the progress children make over time. As a result, the childminder knows children extremely well and how best to support the next steps in their learning. Therefore, children acquire the necessary skills for school.

The childminder engages with children well, she values their interests by reshaping activities to complement them in their play. For example, while playing with the cars, children initiate a conversation about aeroplanes. The childminder tunes into their enthusiasm and asks them if they would like to play with the airport and aeroplanes. As a result, children are motivated and eager to learn. Children are skilful and confident communicators, they chat away to their friends and the childminder. She has implemented the 'Every child a talker' programme and she reads stories to children and sings rhymes and songs to support their language development. She uses everyday experiences to consolidate children's learning, such as singing together on the journey to pick children up from school. In addition, she skilfully questions children, which overall supports them to think critically. However, on occasion the childminder does not give children enough time to respond to her questions, while they are engaged in a story or imaginative play, before she gives them the answers. For example, the childminder asks children 'What is this?' and then follows this by saying 'a pirate.' This does not fully maximise opportunities for children to use and develop their own ideas. Children who are identified as having special educational needs and/or disabilities are supported well by the childminder. She works alongside parents and other professionals to ensure their needs are met. As a result, all children make good progress in their learning and development. The childminder has numerous ways of involving parents in their child's learning, including having informal chats with them and she ensures they take their children's development files home on a regular basis.

Children have lots of good opportunities to be creative and make marks. Pens, felt tips and paints are readily available and accessible and children have fun while they paint themselves and the paper as they design and make their creations. The childminder has regular letters and sounds sessions with children. In addition, she provides parents with opportunities to support their children's literacy development by sending home phase one 'letters and sounds' books. The childminder provides children with good opportunities to learn about the world in which they live. Children investigate the natural environment by hunting for mini-beasts in the childminder's garden. They explore a good range of festivals and cultural celebrations, such as Chinese New year and the childminder takes children on regular outings to the shops and museums. Consequently, young children recognise and become familiar with their community. Children's mathematical development is effectively supported as the childminder uses everyday routines to support children awareness of numbers and counting. For example, children count and sort toys as they tidy them away. Furthermore, they learn about shape and pattern as they competently complete jigsaws. Children's physical development is very well-promoted by the childminder. They have regular access to the garden where they dig, climb, play with balls and wheeled toys and have space to run. In addition, children are regularly taken to the local park where they access a good range of equipment to test and challenge their skills. As a result, children are prepared well for school because the quality of teaching is good as the childminder provides interesting and challenging experiences that meets the needs of all children in her care. Furthermore, the childminder works very well with other early years settings that children attend, by discussing their learning and development with teachers and complementing their learning within her home. For example, parents make children capes and the childminder provides action figures and small world toys to support the nursery's

current theme 'Superheroes'.

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

Children are greeted affectionately by the childminder and her family upon their arrival. They are asked about their day at nursery and are treated as part of the family. Children show they are extremely happy to be there, by running to family members for a hug. Children are confident and relaxed in the welcoming environment within which they have good opportunities to play and learn. Children settle-in quickly due to the individualised settling-in procedures. The childminder obtains a wealth of information from parents, such as their children's likes, dislikes and starting points to support them during their transition into her home.

The childminder is an excellent role model for children; they warm to her sensitive and thoughtful interaction and are well-behaved. The safety of children in her care is a priority for the childminder. Daily checks ensure the environment is safe for them to play and explore in and risk assessments ensure children are safe on outings. In addition, the childminder ensures children are always closely supervised while in her home or outdoors. For example, risk assessments take into account ratios and the childminder ensures children are not left unattended while in her car. The childminder ensures children develop an awareness of keeping themselves safe through a good range of planned and unplanned activities. For example, she ensures children keep the floor clutter free to avoid accidents and she takes children to see other professionals, such as, fire fighters, first aiders and police officers.

Children have access to an excellent range of safe, well-maintained and age-appropriate resources that are well-organised on shelves and in boxes that are clearly labelled. Children's independence is fostered well by the childminder. For example, they are free to choose from all the available toys and equipment. Children help to tidy up at the end of sessions and they help to prepare their own meals and snacks, such as tuna sandwiches. Children's good health is very well-promoted by the childminder. She ensures children are served meals and snacks that are healthy and nutritious, such as fruit. Rigorous hygiene procedures ensure that the environment is kept clean and tidy. Children develop healthy habits due to the clear messages from the childminder, such as gentle reminders to wash their hands before meals and by cleaning their teeth after meals. Children receive lots of encouragement from the childminder to develop their self-care skills and their personal, social and emotional skills. This means that they are emotionally well-prepared as they progress to their next stage of learning or move on to school.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She demonstrates a secure knowledge of the possible indicators of abuse and how to proceed should she be concerned about any child

in her care. The childminder has clear procedures in place, should there be any allegations against the adults living in her home. She supervises children well and they are always within her sight. As a result, children are safe in her care.

Monitoring systems are robust. The childminder regularly monitors children's progress across the seven areas of learning. In addition, she monitors the activities and experiences she provides to ensure that they are varied and vibrant. The childminder demonstrates a good understanding of self-evaluation. She constantly strives to improve the quality of service she provides and demonstrates an excellent commitment to her own continuous professional development. The childminder has completed a wide range of mandatory and needs-led training, which have enhanced her knowledge and the quality of service she provides.

The childminder works in partnership with parents and other professionals well. Thank you cards from parents and children's drawings evidence they are extremely happy with her service. Children say they 'love and miss' her and parents state 'she's amazing'. The childminder shows a very good understanding of the advantage of liaising with teachers when the time arrives for children to move onto the next stage of their learning, including school. She ensures that transitions records are passed on to promote a complementary and consistent approach to their learning.

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	307371
Local authority	Salford
Inspection number	952429
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	10/11/2009
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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