

Inspection date

Previous inspection date

20/06/2014

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

- Relationships with the children are warm and loving. Children are happy in the company of the childminder and parents comment on how happy their children are.
- The childminder supports children's ongoing development through regular observation, assessment and planning. This helps her to plan for purposeful play and extend children's learning.
- Children are progressing well in all areas of learning, their future development is well planned for and regularly assessed and shared with other practitioners.
- Links with other early years professionals are well developed to support children's learning and development.
- A well-resourced environment enables children to be independent, explore and investigate.
- The childminder has a good knowledge and understanding of safeguarding children because she has a clear understanding of how to protect children and keep them safe.

It is not yet outstanding because

- The effective systems for working in partnership with parents includes some opportunities for parents to share information about children's learning at home.
- There is scope to review the organisation of mealtimes, so that the childminder is able to consistently engage children in meaningful activities to maximise their learning.

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 childminder's home and observed children participating in activities.
- The inspector sampled documentation that the childminder uses to support her work, including children's learning journeys.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took into account the comments from parents shared through questionnaires.

Inspector

Shelley O'Brien

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged eight, nine and 15 years, in a house in the Pendlebury area of Greater Manchester. The whole of the ground floor, which includes the lounge, playroom and kitchen, bathroom to the first floor and an enclosed rear garden are used for childminding. The childminder attends a parent and toddler group and activities at the local children's centre. She visits the shops and parks on a regular basis. She collects children from two local primary schools for after-school care. There are currently four children on roll, two of whom are in the early years age group and attend on a full-time basis. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She receives support from the local authority.

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 partnerships with parents by providing them with even more opportunities to share information about their children's learning at home
- review mealtimes, so that the childminder is able to consistently engage children in meaningful activity, so that their learning and development is maximised.

Inspection judgements

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

The childminder demonstrates a comprehensive knowledge and understanding of the Early Years Foundation Stage and understands how children learn. She uses her understanding and experience to plan a range of challenging and stimulating experiences for children 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. She takes time to establish the children's starting points and records these with parents during a planned settling-in period. This means that the children's individual needs and emotional well-being is met from the first day in her care. The childminder assesses children's progress on an ongoing basis, carefully identifying their levels of development and next steps in their learning. The childminder completes the progress check for children between the ages of two and three years for those close to their second birthday and follows this up before they are three-years-old. This enables the childminder to get a full picture of the children's learning and progress. As a result, the childminder is able to plan a broad range of purposeful and developmentally appropriate activities, which support children to make good progress towards the early learning goals. This supports their future learning well.

Children learn through active play and exploration, both inside and outdoors. The childminder encourages personal, social and emotional development through offering activities where the children can explore and investigate. For example, children use mirrors to look at themselves more closely. They make faces to represent different feelings and show them to each other. The childminder supports the children to extend their own learning through following their individual interests, which helps children to develop independence and build their self-esteem. Children enjoy participating in songs, which are used as an opportunity to develop their language skills. Older children are encouraged to join in and fill in missing words while younger babies are encouraged to participate by carrying out actions. This enables the children to develop their communication skills well. Language skills are further developed as the childminder skilfully talks about past events, which the older children recall. They talk animatedly about going to the park and feeding the ducks. Children's learning about the world around them is well fostered. They attend various groups and visit places of interest, in order to learn about their environment and the world. Children are able to learn about technology in the childminder's home and they are beginning to use it well. For example, children are confident in using the compact disc player and select their own music to listen to. They investigate old mobile telephones and enjoy 'talking' to their mothers on the play telephones.

The childminder has good relationships with the children's families. She encourages them to share information about their children's learning when they start at the setting and in their daily discussions together. The childminder speaks to parents on a daily basis about what their child has been doing and the achievements they have made while in her care. However, there is scope to extend the opportunities for parents to share even more information about their children's learning at home. Children obviously enjoy their time at the childminder's home and take part in a balanced range of activities to support their future learning. This supports them in their preparation for the next stages of their learning.

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

The childminder has good relationships with the children in her care. She is patient and caring with the children, which is enhanced through the good knowledge she has of each child's background and individual needs. This ensures consistency in their care. Parents share their thoughts through daily diaries, questionnaires and text messages. They are complimentary about the childminder and comment on their children's happiness and progression in their learning. The childminder allows the children to use the environment as their own, they are able to access a number of resources independently and they are confident to ask for anything they cannot find. This ensures the children become active and confident learners. The childminder supports the children as they play, she recognises their achievements and provides plenty of praise. Good behaviour is recognised and rules are in place to enable children to learn what type of behaviour is expected. For example, babies and young children are encouraged to be nice to each other and be kind. They are reminded to use their manners at all times, to ensure secure social development. This positively reinforces children's understanding of the expectations and boosts their self-

esteem.

There is a high priority on children's safety. All areas in the childminder's home are safe and well maintained. Risk assessments show the childminder has considered all aspects of her home both inside and outside. These are complemented by daily health and safety checks of the home. Risk assessments are also in place for trips and outings to ensure the ongoing safety of the children. The childminder ensures the children are within her sight at all times. Children gain an understanding of risk through activities that encourage them to explore the childminder's home. Children's health is well promoted and they know to wash their hands prior to snack and mealtimes, which shows a well-established routine. Mealtimes are planned to ensure the children's dietary needs and tastes are accounted for and prepared freshly each day. Children enjoy this social occasion and spend time talking to each other. However, there is scope to review mealtimes, so children are consistently engaged in meaningful activities.

The childminder makes good use of the outdoor environment as she encourages the children to play outside each day and walks to and from the local groups, such as activities at the local children's centre. The resources in the garden allow children to develop their learning in all areas and supports their physical well-being. Visits to local groups further support the children's learning and build on their social skills and development in self-awareness.

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

The childminder is knowledgeable about safeguarding and child protection procedures and is aware of her responsibilities to meet the safeguarding and welfare requirements. Regular observations of her home ensure the children are not in any danger and any risks are controlled. The childminder has a good understanding of what procedure she should follow if she has a concern about a child's welfare. A written safeguarding policy contains information about the procedure to follow should an allegation be made against her and appropriate numbers for the Local Safeguarding Children Board are included. This procedure is shared with parents, which means that children are kept safe and their welfare promoted. A comprehensive e-safety policy and consent forms are in place to continue keeping children safe. This means that the childminder has given full consideration to the use of a website and social networking sites. Documentation is in place to support keeping the children safe. For example, a daily register of attendance is in place and maintained along with details of individual needs, such as the children's first language and dietary requirements to support their experiences at the childminder's home.

The childminder has a good understanding of her role and responsibilities. All policies and procedures are in line with published guidance. She keeps herself up to date by information supplied from the local authority and regular research. The childminder monitors the children's learning and development by undertaking regular observations and tracking their progress. She uses this to plan activities to challenge and reinforce the children's learning. The childminder completes the progress check for children between

the ages of two and three years. She provides parents with a written document to outline their children's progress and areas for future development. The childminder aims to complete these assessments in order to share with the local health visiting team. The childminder has completed all required training and shows a strong drive to continue updating and improving her knowledge. She regularly communicates with the local authority with regards to training opportunities and attends briefings to increase her understanding of government initiatives. The childminder regularly reviews and reflects on her setting and what she offers the children. A comprehensive self-evaluation shows her plans for continued improvements.

Partnerships with parents are good. They receive ongoing information about what their children have achieved and suggestions on how to continue their learning at home. For example, detailed daily diaries inform the parents of key activities their children have been engaged in. Links with the local schools that the childminder drops off and collects from have been established and information is shared about the children's day. The childminder has a clear plan on how she will support the young children's move into school. Transitional assessment forms are planned for and links made for meetings with teachers for them to get to know the young children. This means that there is a strong emphasis on the children's personal and emotional well-being.

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	EY471036
Local authority	Salford
Inspection number	949270
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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