

Inspection date

Previous inspection date

18/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has a suitable understanding of the signs and symptoms of abuse and is clear on the procedure to follow should she be concerned about a child in her care. This contributes towards keeping children safe.
- Children benefit from secure attachments to the childminder. As a result, they are confident, happy and have a strong sense of belonging.
- The childminder builds appropriate relationships with parents, exchanging ongoing information with them. This enables her to understand each child and to offer them relevant care and support.

It is not yet good because

- The childminder's knowledge of the areas of learning and development and progress check for children between the ages of two and three years requires improvement. Therefore, activities do not always provide a good level of challenge.
- Risk assessments are not sufficiently robust to ensure that all hazards are identified and minimised.
- The range and presentation of some of the resources does not fully enhance all opportunities for children to extend their learning.
- The childminder does not fully support younger children in learning to feed themselves, which hinders their self-care 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 activities and interaction between the childminder and the children during play.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Joanne Ryan

Full report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult daughter and grandchild in a house in the Lower Kersal area of Salford. The whole of the ground floor and bathroom on the first floor are used for childminding. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. There is currently one children on roll in the early years age range. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- review the progress of children between the age of two and three years in the prime areas of learning and provide parents with a short written summary
- develop knowledge and understanding of the areas of learning and development in order to provide more challenging experiences and ensure that the next steps in children's learning are successfully promoted
- ensure that all necessary measures are taken to identify and minimise risks; this particularly relates to the fire in the front room.

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

- extend the resources available so children have a good choice of activities and present them in a way which promotes independence
- ensure younger children are developing their self-care skills and are offered opportunities to feed themselves.

Inspection judgements

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

The childminder has been caring for children for several years. She took a break from minding and has recently returned. During her time off she has not kept fully up to date

with the requirements of the Early Years Foundation Stage. She has made some attempts to update herself. For example, she visited the local children's centre and gathered information about the progress check for children between the ages of two and three years and has a copy of the document to use. However, she does not yet have sufficient knowledge of the process to be able to undertake it effectively. Therefore, she is not able to identify any emerging concerns and seek appropriate intervention to support children's needs. The childminder sings with the children and uses musical teddies, which supports their development in communication and language and talks to them during their play. She supports children to solve problems, for example, when children play with the tractors and trailers she asks them to consider how they can connect them.

The childminder aids children in developing some of the basic skills they need, in order to learn effectively and they are, therefore, mostly appropriately prepared for school. For example, the childminder takes children to the local play sessions, in order to enhance their social skills and promote sharing and turn taking. Children visit the park to enhance their physical skills where they climb and jump. The childminder offers activities that support children to develop some new skills. She has basic knowledge of the areas of learning and development, therefore some areas of learning are less well planned for. Although, the childminder observes children's play and development, she does not track their progress towards the early learning goals and does not identify any gaps in their learning. Consequently, while she does teach them through their own child-led play, she does not appropriately plan their next steps in learning to support them to make good progress.

The childminder gathers information from parents verbally upon entry about what children can already do. This enables her to plan some activities around their interests. Through daily discussions, parents are kept suitably informed of activities their children participate in. Therefore, they are able to continue this learning at home. Children are developing their understanding of the world as they play with technological toys they learn that pressing buttons causes an effect.

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

The childminder has established strong and secure attachments with the children in her care. Her sensitive and calming approach means children are happy and content as they play. Children and parents are offered flexible settling-in sessions to ensure their children are emotionally prepared for the move to the childminder's care. The childminder discusses the children's care needs with their parents and follows their wishes in order to create a consistent approach. The childminder recognises children's care needs and supports them warmly. For example, when children demonstrate signs of being tired the childminder rocks them to sleep singing he childminder does have some resources that children can choose from. They are not yet all fully accessible and well presented so that children can make independent choices from a range of activities. For example, the sand and water tray in the garden is not yet accessible because the garden is not currently being used. The childminder responds to children enthusiastically and is genuinely interested in what they do, which raises their confidence and promotes their self-esteem.

She offers children lots of encouragement and praise, therefore they behave well. The childminder has considered most risks to children and generally ensures they are safe through adequate supervision. However, due to a weakness in leadership and management, the indoor living room is not as safe as it could be. The childminder supports children's understanding of safety through general explanations throughout the day.

Parents provide the food which children eat for their meals. However, the childminder does not always fully promote children's independence and self-care skills as she feeds children that are capable of feeding themselves. The childminder promotes good hygiene by ensuring children's hands are clean before they have their lunch. While the garden is not currently being used the childminder takes children to the park and on walks to ensure they have access to fresh air and exercise, which contributes towards a healthy lifestyle.

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

The childminder has considered the safety of children and has taken some measures to reduce risks. For example, she ensures all cleaning materials are stored high up out of children's reach. However, the childminder does not cover her fire with a guard when children play with their toys in front of this area. Although the fire is not turned on, the switch to activate this is within children's reach, which poses a risk to children. The childminder has minimised this risk by ensuring the children are always supervised so they cannot turn the fire on. However, she has not taken all possible measures to reduce risks to children, which means there is still a small risk to children. The childminder is aware of the signs and symptoms of abuse and has ensured that she has relevant information in place. She demonstrates an adequate understanding of the procedures to follow should she have any concerns about a child in her care.

The childminder's developing knowledge and understanding of the learning and development requirements and children's stages of development, is ongoing. As a result, the planning of learning experiences and activities, to enhance and extend children's learning and development, does not always effectively reflect individual children's level of ability. Consequently, the monitoring of the educational programme is not rigorous enough to help the childminder fully understand what children can do and what they need to learn next. The childminder holds an appropriate early years qualification, which demonstrates her commitment in striving to meet the needs of the children. She demonstrates a positive attitude towards improving her knowledge in relation to meeting the learning and development requirements. Since the last inspection she has addressed the actions and recommendations set. For example, the electric and gas meters have now been covered so they are inaccessible to children. The childminder has set herself some priorities for improvement and due to the short time since she recommenced minding she has just started to implement them. Therefore, the childminder demonstrates a willingness to improve.

Parents' references demonstrate their happiness in the service offered. They describe how the childminder has established strong and effective relationships with their children. The childminder is clear on the importance of working with other providers of the Early Years Foundation Stage. She provides teachers with details of children's activities when they progress onto school. This supports children's transition to school. The childminder shows an acceptable understanding of the roles of other professionals. Consequently, she could seek additional help for children should the need arise.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of Childcare Register).

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	504160
Local authority	Salford
Inspection number	954029
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
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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