

Inspection date	31/07/2014
Previous inspection date	29/01/2009

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 effectively fosters children's well-being through a well-planned settling-in process and through effective parental partnerships. Consequently, children have a strong sense of belonging and form strong bonds with the childminder.
- The childminder has a good knowledge and understanding of safeguarding practices. She is aware of the possible signs and indicators of abuse and knows the referral procedure very well.
- The childminder has well-rooted systems in place for self-evaluation and improvement. The quality of teaching is good. Comprehensive learning files are in place for each child, containing detailed planning, observation and assessments. Systems to monitor children's learning are robust. Children make good progress, relative to their starting points.

It is not yet outstanding because

- Occasionally, the childminder intervenes too quickly in children's self-chosen activity and demonstrates how to complete activities. This means that sometimes children do not have the best opportunities to find out how to do things for themselves and learn through trial and error.
- The childminder does not always effectively share precise learning and development information about children with other settings they attend, in order to fully complement learning and care.

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 checked evidence of the suitability of the childminder and any person living on the premises.
- The inspector looked at a selection of documents, including self-evaluation, planning, accident records and children's learning files.
- The inspector spoke to the childminder and parents at appropriate times throughout the inspection and discussed children's learning and development.
- The inspector had a tour of the premises with the childminder and observed play and learning activities in the lounge and garden.

Inspector

Luke Heaney

Full report

Information about the setting

The childminder was registered in 1996 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in the Eccles area of Salford, Greater Manchester, close to shops, schools and public transport links. The whole of the ground floor is used for childminding, which includes a lounge, kitchen and toilet facilities. There is an enclosed area available for outdoor play. The family has a pet cat and dog. There are currently five children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder holds a level 3 qualification in childcare. The childminder supports children who speak English as an additional language and children who have special educational needs and/or disabilities. She takes children to and collects them from the local primary school. The childminder provides care each weekday, all year round, with the exception of personal and public holidays.

What the setting needs to do to improve further

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

- give children more uninterrupted time to explore their learning environment, particularly during self-chosen activity, in order to further develop the characteristics of effective learning and learn through trial and error
- extend further arrangements for the regular two-way flow of care and learning information with other early years settings that children attend, in order to fully complement learning, development and care arrangements.

Inspection judgements

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

The childminder has a secure knowledge of how children learn and develop. Consequently, children receive a personalised curriculum that captures their interests. For example, children become captivated in a nature hunt, wallow in water play and become engrossed in a computer program. The quality of teaching is good and the childminder uses some effective strategies to ensure all children receive meaningful and challenging play experiences. However, on occasion, the childminder over-directs child-initiated play. As a result, children are not always given sufficient time to explore self-chosen activity and learn through trial and error. Comprehensive 'All about me' booklets are in place for each child and include personal likes and interests. The childminder uses this information effectively and establishes initial starting points. Effective planning, observation and assessment arrangements are in place and are regularly monitored and evaluated by the childminder. Each child has their own unique learning log, which the childminder uses to

provide parents with a clear insight into daily activities and achievements. Parents are fully involved in their children's learning and regularly contribute through daily discussions. The childminder conducts summary assessments on a regular basis and provides parents with opportunities to contribute. However, the sharing of learning and development information with other early year providers, where some children spend most of their time, is not sharply focused to ensure all programmes are fully complemented and a continuity of learning, development and care is well rooted.

Children's communication and language development is well supported by the experienced childminder. She has attended comprehensive training and puts robust interventions in place to ensure all children are making good linguistic progress. For example, she provides directed role-play opportunities, where she accurately models the rhythm and phonic sounds of spoken language and uses various animated techniques to demonstrate the correct pronunciation of words. As a result, children with communication and language difficulties make good progress relative to their starting points. Children are happy, content and enthusiastic learners. They participate in games of football, computer programs and play board games. Resources are of good quality, reflecting diversity and providing sufficient interest and challenge for all children.

The childminder has effective systems in place to support children in their next stages in learning, such as moving to school. She fully understands the significance of school readiness, promoting their independence and providing sufficient challenge for older children. For example, she offers opportunities for children to write for intended purposes, encourages self-help skills and introduces directed learning time, both within her home and at local toddler groups. Children who speak English as an additional language are well supported. The childminder has introduced a variety of signs and labels in different languages around her home and liaises with the local authority early years team for further advice and support. As a result, children who speak English as an additional language make steady progress, relative to their starting points. The systems to support children with special educational needs and/or disabilities are well established. The childminder has a secure knowledge of the support networks and interventions in place to ensure all children make effective progress. Consequently, children with special educational needs and/or disabilities make effective progress given their starting points.

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

Children are happy to leave their parents upon arrival at the childminder's and explore the activities on offer. They sit quietly reading books, play cooperatively with ball games and engage in creative activities. The childminder has formed secure relationships with children and their families. Consequently, children settle very quickly and their emotional well-being is assured. The childminder has an effective settling-in process and children are invited in with parents for several visits before they are left with her. Children develop a strong sense of belonging within their learning environment. Their creative work, achievements and photographs are displayed on designated boards and they regularly take pride in observing each other's efforts, discussing trips they have attended, such as visiting the park and library. The childminder promotes children's self-confidence at any

given opportunity as she provides lots of praise, encouragement and listens perceptively to each child. Consequently, children become confident in exploring new activities and challenges presented to them. For example, when a young child is hesitant to handle snails outdoors, the childminder offers sensitive support and encouragement, which results in the child overcoming initial fears and handling the snail.

The childminder is a good role model and demonstrates clear and consistent behaviour management strategies. Consequently, children's behaviour is good. Children are fully aware of the childminder's expectations and older children have devised kind rules. The childminder offers age- and developmentally-appropriate explanations and keeps parents fully informed of their children's behaviour. She adopts positive reinforcement and provides children with praise and stickers for their outstanding contributions. Robust risk assessments are in place and the childminder has a secure knowledge and understanding of promoting a safe and secure environment in which children can learn and play. Consequently, older children talk about the significance of walking safely while on outings and not riding too fast on their bikes. They also participate in regular emergency evacuation drills as they learn about keeping themselves safe.

Children's health and well-being is well supported by the childminder. She offers healthy, nutritious meals for all children and caters for individual dietary requirements. The childminder is fully aware of promoting healthy practices and has good links with a representative from the local authority's healthy living team. Further to this, the childminder provides booklets to older children and parents about the importance of maintaining healthy lifestyles. Consequently, children participate in making healthy snacks, such as fruit kebabs and play an active role in physical activity, such as riding scooters and operating climbing apparatus. Children demonstrate good hygiene practices as they wash their hands before snack, tend to their own toilet needs and clean surfaces before lunch is served. Children independently serve their own lunch and pour their own drinks, gaining independence skills that prepare them well for the next steps in their education. The childminder holds a current first-aid certificate and manages children's accidents and minor injuries effectively. All of the required records, in connection with such incidents, are completed efficiently and shared with parents.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is aware of the signs and indicators of abuse and knows the relevant agencies and professionals to contact should a concern arise. The childminder has all the required statutory policies and procedures in place and fully comprehends her role in ensuring all persons living on the premises undergo stringent suitability checks. The childminder is aware of her responsibilities to inform Ofsted of any significant events and provides parents with clear procedures to follow if they wish to notify regulatory bodies, such as, Ofsted, health care professionals and the local authority early years team.

The childminder monitors children's learning and development effectively. She has comprehensive individual trackers in place, which she uses as a guide to identify any areas of support for individual children who may require additional support and intervention. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage, using interesting activities and resources to underpin this. The childminder has effective self-evaluation procedures in place. She consistently reflects on her professional practice and includes the views of children and parents in this process. She receives support from the local authority advisor and attends childminding network meetings, where all aspects of reflection and good practice tips are shared. As a result, the childminder prioritises improvements effectively and builds on opportunities to develop her minding service.

The childminder has established good links within the community and with parents. She attends local toddler groups, visits the local park, shops and attends special singing and reading events provided by the local library. The childminder is aware of other support networks available if she needs further advice or support, such as a speech and language therapist. She works closely with the local authority advisory team and attends regular training provided by them. Since the last inspection, the childminder has attended various training programmes, including embarking on a recognised level three qualification in childcare. This has developed the childminder's knowledge and understanding of child development and consequently, has improved overall outcomes for all children in her care. Parents speak highly of the childminder, commenting that she is 'brilliant' and that she has assisted their children's learning well. They are keen to recommend her to others, demonstrating their confidence in her skills and practice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	307287
Local authority	Salford
Inspection number	871822
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	29/01/2009
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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