

Inspection date	14/08/2014
Previous inspection date	09/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 has a robust knowledge of the learning and development requirements of the Early Years Foundation Stage and uses this to plan interesting and challenging activities for the children in her care.
- The childminder's self-evaluation is effective as she constantly reflects on her practice and is proactive in seeking information and uses this to make continual improvements to provide the best possible care and learning for the children placed with her.
- Strong relationships with parents help the childminder to recognise and support children's individual needs. Children are happy and have formed strong attachments with the childminder, which enables them to feel secure.
- Children thrive in their health and physical development because the childminder promotes outdoor physical activities and provides healthy food.

It is not yet outstanding because

- The childminder is skilled in asking children open-ended questions in the knowledge that this supports learning. However, on occasions, she does not give children time to think and respond before answering for them.
- Opportunities to support young children's growing awareness that print carries meaning and that information can be relayed in print form are not fully promoted.

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 premises.
- The inspector observed children playing in the indoor and outdoor areas.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector talked with the childminder at appropriate times throughout the day.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.

Inspector

Helen Gaze

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged 10 and 18 years in the Salford area of Greater Manchester. Her child acts as an assistant on an occasional basis. The lounge/dining room, kitchen and bathroom on the first floor are used for childminding. There is an enclosed yard for outdoor play. The family have two dogs. The childminder walks to local schools to take and collect children. There are currently 4 children on roll. The childminder attends the local toddler group. 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:

- allow children sufficient time to respond to questions to effectively support their language development and thinking process as a characteristic of effective learning
- support children's growing awareness that print carries meaning and information can be relayed in print form, for example, by labelling the storage boxes which contain resources.

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 how children learn and develop and she uses this knowledge to plan exciting and challenging activities for the children she cares for. She knows children well and they clearly demonstrate they are comfortable in the childminder's home as they move around accessing the good quality of activities and resources. Children take their chosen toys to the childminder and are happy to include her in their play. Teaching is strong as the childminder skilfully integrates children's interests and ideas into the planned activities. For example, the childminder values children's learning in the home environment and enhances this in her setting. She receives written observations, photographs and information from parents about children's interests and achievements at home. For instance, children enjoy a camping experience at home and the childminder works with the parents to extend this experience further through purposeful and planned activities. They collect sticks in the park to make a camp fire and set up a tent in the living room. As a result, children are learning about the world around them, they are keen learners and make consistently good progress from their starting points. The childminder works effectively with parents and the relationships are strong. She verbally keeps them informed of their child's progress on a daily basis. She

provides information on how they can support their children at home and provides equipment and materials to enable them to do this. As a result, parents are fully involved in supporting their child's development. Toys and equipment are arranged on low shelving and at floor level. Children can easily select from these as they decide what to play with next. This develops their independence and confidence in a welcoming and accessible environment. However, there is opportunity to enhance the environment by readily displaying text in order to foster their interest in reading and more effectively support their literacy development.

Children's language development is supported well through the childminder's ability to talk to children at their level. She provides a running commentary throughout their play and consistently plays with them on the floor. The childminder names the things the children are playing with and encourages them through the use of open-ended questions. However, on occasion, the childminder does not give children sufficient time to think and answer the questions themselves. Children enjoy taking part in a good range of activities both at the childminder's home and in the local community. They visit a local wrap around care setting to join in group games. For example, children attend a 'world cup day' and enjoy being creative as they make flags, learn about the different countries and sample foods from around the world. Consequently, children are learning to understand that they have similarities and differences that connect them and distinguish them from others. Children play together and demonstrate friendly behaviour and are beginning to form good relationships with the children at the wrap around care setting. The childminder has maintained these links for more than 10 years. This encourages children in their social skills and prepares them well for school as they learn to socialise in larger groups.

The childminder completes regular observations of the children. She uses annotated photographs and written notes about children's play, choosing to document what activities they have taken part in. She effectively uses this information to recognise children's achievements, identify their next stage in learning and develop future planning. In addition, photographs are effectively used to demonstrate the variety of activities children engage in. For example, children take part in a range of activities at the local wrap around care setting, such as dance and drama, baking, sports, arts and crafts and physical activity in the large garden. This demonstrates that the activities have depth and breadth across the seven areas of learning and development and provide children with maximum opportunities to make progress. The childminder tracks children's progress across their learning and development and she shares this information with parents to support their understanding of whether their children's learning is developmentally appropriate. Children's assessments clearly show they are working well within the typical range of development expected for their age. The childminder is well prepared to make good use of the progress check completed for children aged between two-and-three years, when this is required.

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

Children form close and secure attachments with the childminder because she gathers information from parents about their likes and dislikes, routine and development. Children attend taster sessions at the childminder's home and parents are encouraged to

accompany her on outings or to attend playgroups prior to children starting. As a result, children settle quickly and develop a sense of belonging. The childminder shows genuine affection for the children and takes into account their individual needs. She shows sincere concern for their welfare and as a result, children turn to the childminder for support when they are upset, unwell or tired. They show confidence in expressing their needs and ask for a 'boc boc' when they want some milk. Children bring their comfort items to the childminder's home and she is sensitive of their need to use these for security as part of their emotional well-being. Children climb up onto her knee for a cuddle with their blanket and she snuggles in with them. This means that children are developing the ability to find ways to soothe themselves and are able to use a familiar adult to share feelings.

Children learn the importance of being active from a young age because the childminder promotes physical activity and plans a range of opportunities for fresh air and exercise. For example, children enjoy regular trips to the local park and play centre. The outdoor yard is used extremely well to support children's healthy lifestyles. Children grow their own fruit and vegetables and use the produce to make healthy snacks. This means that children are developing an increasing understanding of the foods which are good for us, while caring and showing concern for living things in their environment. The childminder offers children nutritious snacks and regular drinks to maintain their health and well-being. Children's privacy and independence is fostered as they develop a desire to help with toileting, dressing, undressing and hygiene routines independently. For example, children are encouraged to put on their own shoes and to wash their hands independently at mealtimes.

The childminder organises her environment effectively to minimise risk. She employs good hygiene routines and has effective procedures in place to keep children safe. She regularly checks her environment, toys and equipment to ensure they are suitable. She makes further checks for activities outside of her home. As a result, children are kept safe from harm in the childminder's home and on outings. Children respond well to boundaries and learn to keep themselves safe while playing with the equipment. For example, while playing ball games indoors, children are reminded to roll the ball. Children repeat the rules spontaneously as they play alone. For example, 'no throw' says one little boy. This demonstrates that children are learning to follow and set their own boundaries for acceptable behaviour. The childminder sensitively teaches children to share their belongings and favourite toys by encouraging and supporting them. Children respond to praise and encouragement and as a result, are showing a desire to cooperate and respond to the feelings and wishes of others. For example, the childminder asks, 'Please can I have a turn?', when a child is playing with a favourite toy. The child responds by passing the toy to the childminder. Consequently, children are learning to take turns and share.

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

The childminder demonstrates a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage, which helps to ensure that children are safeguarded well. The childminder's knowledge of safeguarding is underpinned by her robust written procedures. She shares her written policies and procedures with parents.

These are implemented well through effective practice, to secure the safeguarding and welfare of children. The childminder is vigilant and pays great care and attention to ensuring all those working with her know what to do if they have a concern. Good levels of supervision support children's safety. The childminder closely monitors her assistant and ensures her suitability to work with children. She gains permissions from parents to support her work with assistants, go on outings, administer medication and to take photographs of children. All required documentation is in place and is maintained and monitored regularly. As a result, children are kept safe. Health and safety is given high priority. The childminder quickly minimises hazards as they arise. For example, she has installed a new bannister to keep children safe on the stairs.

The childminder has a good understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. She monitors the educational programmes she provides and observes children's development. For example, through written and photographic evidence she ascertains children's stage of development, tracking their progress against expected outcomes. Therefore, children make good progress in her care. She works closely with other childminders to share good practice and takes on board the advice given by the local authority. The childminder works effectively with other providers so that children experience continuity of care and have a shared approach to their learning and development. She provides a link between teachers and parents and passes on information about the child at the end of each day. She has a clear understanding of the importance of developing effective links to ensure consistency of care and learning for children when they move to nursery or school.

The childminder has robust systems in place for self-evaluation and demonstrates her commitment to making improvements. She continually reflects on ways to improve the service she provides. She considers her strengths and areas of her provision that she would like to further develop. This enables her to identify realistic priorities that are achievable. She has recently added training for first aid and behaviour management to her improvement plan as they come up for renewal. The childminder has shown good progress since her last inspection. For example, the garden has been enhanced to include opportunities for children to be creative through sand, water play, planting and investigating. This means the opportunities for children to learn and develop are more effective. She reflects well on practice and uses parental questionnaires to gather views and suggestions to help her identify areas for further improvement. For example, she has plans to develop the living/dining room to make it even more stimulating and inviting to children and parents. This shows her commitment to continually improve her provision to ensure children make progress.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY374650
Local authority	Salford
Inspection number	878698
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	09/01/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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