

<b>Inspection date</b>	22/08/2014
Previous inspection date	22/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- The childminder has outstanding knowledge and understanding of how children learn. She provides a high quality play-based environment, with rich opportunities for children to investigate across the prime and specific areas of learning. As a result, they make rapid progress in their learning.
- Partnerships with parents are excellent and ensure children's individual needs are identified from the beginning and well supported through their time at the setting.
- Children are extremely safe in the environment, which is secure and stimulating. The childminder demonstrates an excellent knowledge and understanding of safeguarding procedures and all other aspects of safety.
- The childminder aspires to continually improve her excellent practice and provision. She is proactive in seeking to undertake further training to enhance her already extensive knowledge. Therefore, enabling her to provide rich learning and development experiences for the children in her care.
- Children are very happy, self-assured and confident. They benefit from a highly motivated, childminder who knows children well and provides excellent care and education.

## 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 in the childminder's house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members and a range of other documentation.
- The inspector took account of the views of parents.
- The inspector observed activities with the childminder.

## Inspector

Jill Hardaker

## Full report

### Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children in a house in Salford, Manchester. The whole of the ground floor, two bedrooms and the rear garden are used for childminding. The childminder attends a toddler group and a music group. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 8am to 6pm, Monday to Thursday, except for 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 already excellent outdoor environment, for example, by developing even more natural areas for the children to explore.

## Inspection judgements

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

The childminder has an excellent knowledge of the learning and development requirements of the Early Years Foundation Stage. Her support of children's learning and development through high quality play-based learning opportunities is exemplary. For example, she recognises when children are working through a pattern of learning. She provides a variety of decorators' rollers for children to explore and encourages children's creativity in practical and imaginative ways. As children use the rollers to roll paint on paper, the childminder asks questions, such as 'what colours are you making?' and 'can you see the patterns?' This conversation develops into a discussion about favourite colours and what colours they can see in the environment. Children go outside and talk about some of the toys being dirty and needing to be cleaned. Therefore, the childminder provides clean rollers and water for children to use outdoors to clean the toys. These excellent opportunities provide ideal sensory and physical experiences for children to enjoy making marks, and begin to make connections between their movement and the marks they make. Children demonstrate an excellent understanding of mathematics. The childminder very effectively promotes mathematics through displays, games and conversations. Young children use a number line, displayed on the wall, to effectively recognise and sequence numbers up to ten. The childminder further promotes children's mathematical understanding as she uses mathematical language in conversations and uses daily activities for counting. For example, as the childminder and children look at photographs they discuss children's ages. Children understand that four is older than three

and when you are five you go to big school.

The childminder's conscious use of effective questioning enables the children to engage in sustained conversations. For example, as they share stories and photo books, the childminder asks children questions about they see and what they think might happen next. Her excellent ability in using open-ended questions with no set answer, stimulate and extend children's thinking skills. Therefore, they engage their imagination as they develop their own ideas on stories. This promotes their ability to think and write imaginatively at school and in later life. The childminder effectively provides activities to enable children to express their feelings in a safe way. For example, she provided activities to engage children to develop an understanding of emergency services. The superb experiences in role play, and through the use of books, enabled the children to express their feelings and overcome any fears in an extremely safe and positive way, therefore, further promoting their well-being.

The childminder undertakes exceptionally well-focused assessments of learning. This means she is able to monitor every child's ongoing development closely. Assessment is rigorous and includes the mandatory progress check for children aged between two and three years. Extensive learning summaries are shared with parents regularly. The childminder identifies and records next steps, which she shares with parents who support targets at home, comment regularly and contribute to children's learning records. By working closely together, parents, the childminder and other professionals involved in the children's lives can share pertinent information relating to the child's learning and development. This means that gaps in learning are identified easily, and precise measures are put in place in order to close them. Furthermore, the childminder can identify when children are exceeding expectations for their ages, and plan challenging learning experiences to further their development. The childminder provides a detailed transition summary when children move to other settings. Therefore, ensuring a superb continuity of learning and ensuring children are exceptionally well prepared for future learning.

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

Children are extremely happy and enjoy their time with the childminder. The personal, social and emotional development of children takes priority. Expectations of behaviour are high and consistent. As a result, children's behaviour is exemplary. The childminder is an excellent role model, showing respect for the children and supporting them very well. Children enjoy the security of routines and the flexibility to choose where, and with what, they want to play. The childminder helps children to recognise their achievements and abilities, enabling them to build their self-esteem and self-assurance. For example, she displays children's work on her walls and draws children's attention to it with pride. This clearly enables them to develop confidence and pride in their achievements, which will assist them with later moves on to pre-school or school. All-important information is shared very well between parents and the childminder. This aids the childminder in understanding each child's individual care needs. As a result, children demonstrate an exceedingly strong sense of security.

The childminder promotes children's healthy lifestyles exceedingly well. Children are highly

independent with their own personal care routines. They know they must wash their hands after messy play, going to the toilet and before eating. The childminder reinforces the need for good hygiene as she discusses germs with the children. Consequently, children are learning how to keep themselves safe by dealing with their own hygiene needs. They enjoy an excellent range of healthy options at snack and meal times. They have access to drinking water throughout the day and this makes sure they are never thirsty. The childminder provides a range of healthy, home-cooked meals. This provides children with a well-balanced, nutritional diet that meets their individual needs, helping them to grow and thrive.

Children benefit from fresh air and exercise, as the childminder actively uses the outdoors to enhance the children's enjoyment of the natural environment. Children enjoy regular opportunities to take part in trips and attend local groups within the community. The children take pleasure in remembering the outings they have enjoyed together, such as a recent visit to the soft play area. These opportunities enable the children to develop their physical skills and they understand about taking risks while playing in an exceptionally well organised and very safe environment. The childminder's garden is safe and secure at all times, allowing the children to move around freely and explore. An excellent range of resources promote their all-round physical development, such as a climbing frame and slide. The childminder is continually developing the outdoor area to make it more appealing to the children. However, it could be further extended through the development of more natural areas for the children to explore.

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

The childminder has an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are robust procedures and clear processes in place, which underpin the safe and highly efficient operation of her service and help to ensure the well-being of children. The childminder shares these with parents so that they fully understand her responsibilities. She has an excellent understanding of safeguarding issues and is aware of procedures to follow if she has any concerns about a child. The childminder has a current paediatric first-aid qualification so she is able to give suitable treatment in a medical emergency. Risk assessments undertaken of the home, garden and any trips off site mean that children are always protected from potential hazards. The well-being and welfare of children remains paramount in the day-to-day management of the childminder's setting.

Significant improvements have been made since the last inspection. The childminder now has robust systems in place to enable parents to contribute to their child's learning and development records and has highly effective systems to observe children and make precise assessments. The childminder regularly reviews the impact of her teaching and learning on the children. This aids her in establishing activities and learning environments, which work best to support the children's interests, increasing abilities and skills. The childminder carefully considers her continuing professional development, and is pro-active in remaining up to date with changes in practice and legislation. As a result, she continues to inform and extend her existing skills, providing productive learning opportunities and

experiences for the children in her care. The childminder is observant when reflecting on her practice, identifying strengths and areas for forthcoming improvement, and regularly seeks feedback from parents and children about the service she provides. The subsequent information provides clear guidance to help her enhance and adapt her service to meet the children's needs effectively.

The childminder encourages positive partnerships with parents and other early years providers. This two-way flow of information is organised extremely well and keeps everyone regularly updated about the child's progress, development and changing needs. As a result, partnership working is highly effective and children benefit from a consistent approach to their learning and development. Parents are full of praise for the care and opportunities their children enjoy with the childminder. Parents speak positively about the childminder's computerised child record system. They feel this has enhanced the already good communication they have with the childminder. The childminder is not currently caring for any children with special educational needs and/or disabilities. However, she is aware of the importance of working with parents and other professionals to make sure the needs of such children are met appropriately.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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. 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

<b>Unique reference number</b>	EY355583
<b>Local authority</b>	Salford
<b>Inspection number</b>	878363
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22/03/2012
<b>Telephone number</b>	

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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