

Inspection date

02/09/2014

Previous inspection date

08/05/2009

The quality and standards of the early years provision

This inspection:

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

- Provision for children with speech and language difficulties is highly successful, leading to excellent progress.
- Emotional relationships develop strongly over time, providing a very strong base for children to develop confidence and independence.
- Children's transitions to the next stage of their learning are very skilfully supported through a range of structured activities and highly effective links with other providers.
- Safeguarding and welfare requirements are understood and extremely well met, ensuring children can learn in a safe and secure environment.
- Self-assessment is rigorous and effective, ensuring progress is recorded and used extremely well to reset sufficiently challenging and ongoing targets, so that continuous improvement is exceptional.
- Partnership working with parents, external agencies and the provider are highly effective in identifying needs and meeting them exceptionally well.

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 different rooms and the outside area.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at the children's assessment records and planning documents.
- The inspector checked the suitability of the childminder.
- The inspector read parent reviews and took their views into account.
- The inspector held discussions with the childminder during the inspection.
- The inspector reviewed self-evaluation documents and policies.

Inspector

Gary Kirkley

Full report

Information about the setting

The childminder was registered in 2006. She lives with her partner and three children aged nine, six and three years in Irlam, Salford. The whole of the ground floor is used for childminding; this includes the lounge and the kitchen. The rear garden is available for outdoor play. There are currently three children on roll who are within the early years age range. The childminder is registered on the Early Years Register as well as both the voluntary and compulsory parts of the Childcare Register. The childminder 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:

- check that outdoor resources are always in the best possible condition for children to use so that they get the most out of them.

Inspection judgements

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

The childminder knows the children in her care significantly well. This is because she skilfully assesses their needs and interests from entry and records their progress in learning and development systematically. She links their progress successfully to age-related outcomes and communicates this to parents, who trust her implicitly with their children. Over a sustained length of time she has developed her home into highly suitable premises for caring for children, particularly those in the early years foundation stage.

Children in this setting develop communication skills very successfully and those with additional learning or communication needs thrive here. Children funded by the local authority, vastly improve their levels of speech and language over time. The childminder has worked with other agencies to find appropriate ways of supporting, and extending children's understanding and vocabulary. Children are fully involved in the preparation of a snack from food. They are able to reach the preparation board by using platforms and join in. From preparation to eating takes about thirty minutes and the whole time children are enjoying the making, handling, talking and reflecting, before actually eating the snack. Records of the progress of all children are detailed and comprehensive, which parents feel are indicative of the highly focused work of the childminder.

The educational programmes offered across the seven areas of learning provide highly interesting and challenging experiences that thoroughly meet the needs of all children. They are extremely well supported in their physical, personal, social and emotional development so that any gaps are closing rapidly. As a result, children are exceptionally

well prepared for the next stage in their learning and learn a significant range of skills to support them in the future.

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

Relationships are extremely secure between the childminder and the children, providing a strong base for helping them in developing their independence and willingness to explore. Children show a growing trust for her and feel comfortable and safe with her. They concentrate well on the activities and listen attentively to all that she says. She clearly explains the boundaries of acceptable behaviour and they enjoy the security of these boundaries. The childminder promotes the confidence of children in social situations and children are developing an excellent understanding of how to manage risk and challenges relative to their age.

The garden is extremely well-resourced without being cluttered and provides places and activities to promote children's physical development. However, these outdoor resources can be susceptible to the effects of the weather, which means that they are not always in the best condition for children to make the most effective use of. Inside there are effective storage facilities and clean and very hygienic areas for toileting, washing and food preparation and eating. Resources are used very effectively, with tidying away part of the overall process of playing and learning. Personal hygiene is promoted extremely well, with children washing their hands before eating and after activities and toileting. This has become embedded into all routines. Children eagerly engage in all activities and have a strong sense of belonging in the setting. They settle extremely well and have their needs exceptionally cared for, including those with specific health and emotional needs. Children's achievements adorn the walls, along with excellent displays of reference materials.

The childminder has developed extensive links with the local community over time, particularly the infant and nursery schools. She knows the expectations of the next stage of children's learning and supports them in the preparation for this through a series of structured activities to reduce the anxiety of both children and their parents. This is particularly commented upon in parents' evaluative questionnaires.

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

Safeguarding and welfare is pivotal to all the work of the childminder. She fully understands the requirements and meets them most effectively. Risk assessments exist for all the activities and preparation of all the activities. These have become totally embedded, minimising risks for children superbly. She is aware of her responsibility for protecting children from harm and the procedures for following up any concerns with the relevant authorities. A checklist for hygiene and safety before children attend ensure that all children are kept very safe and healthy. Parents confirm in their questionnaires that their children are flourishing in the childminder's care. The childminder continues with her own professional development, with an extensive file of training attended. The certificates for these are displayed on the walls so that parents are kept informed about how well the

childminder develops her own knowledge and understanding.

Since the last inspection, the provider has worked extremely hard and in a sharply focused way to ensure care for the children is provided at the highest quality. She evaluates all the activities that the children engage in, as well as her own effectiveness. Her records over time are extensive and comprehensive. She clearly has identified area for development and addressed them very successfully. The whole process of self-evaluation is completely embedded into her work, seamlessly following her judgements on the effectiveness of assessments and the excellent progress recorded. She takes into account the views of children and those written by parents, who feel part of the process of improvement for their child by commenting on their child's learning and development.

All children's needs and interests are quickly identified and exceptionally well addressed. This is through highly effective partnerships between the provider, parents and other external agencies. The childminder liaises with support agencies to ensure all children make significant progress given their starting points. Interventions are well targeted and timely, leading to highly successful support, particularly for those children with special educational needs. Through highly effective learning in the setting, children are extremely well prepared for the next stage in their learning. The learning journey records and tracking files for each individual child are detailed and comprehensive, full of examples of how the child has undertaken activities that result in them making significant progress. Children and their parents really value these files and they are used effectively in transition to show the next provider what the child can do and enjoy.

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	EY336194
Local authority	Salford
Inspection number	878152
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	08/05/2009
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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