

Inspection date

Previous inspection date

10/09/2014

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 undertakes observations of children as they play. Activities generally support children's learning and development. Children make satisfactory progress.
- The childminder has sufficient knowledge of effective safeguarding practice. Risk assessments and daily safety checks are undertaken to identify and minimise potential risks.
- Children enjoy positive relationships with the childminder as she responds to their needs and interests, consequently children's emotional development is appropriately supported.
- The childminder works closely with parents to support children's individual care and learning needs.

It is not yet good because

- Assessment and the consistent identification of children's next steps in learning is not yet embedded in practice. This means that planned activities do not always offer appropriate challenge.
- Children are not always supported to think for themselves because they are not always given enough time to think about how to respond to posed questions.

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 children at play throughout the inspection.
- The inspector spoke with children and the childminder throughout the inspection.
- The views of parents were taken into account by the inspector by reading written parental feedback in documentation.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the childminder.
- The inspector checked evidence of qualifications and suitability of the childminder and all adults in the household. The inspector discussed the childminder's self-evaluation plans.

Inspector

Elisia Lee

Full report

Information about the setting

The childminder registered in 2013 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 eight years in Worsley, a suburb of Manchester. Most of the ground floor of the childminder's house is used for childminding and there is a downstairs cloakroom. There is an enclosed garden for outdoor play. The family has a pet cat and keeps chickens. The childminder attends local toddler groups at the children's centre. She visits the shops, library and park on a regular basis and collects children from the local schools and pre-schools. There are currently five children on roll, of whom two are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop knowledge of the observation and assessment process in order to better understand children's individual levels of achievement, identify their interests and learning styles and use this information to accurately plan for the next steps in their learning and development.

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

- give children more time to consider and verbalise their responses to questions posed in their play and learning, extending their skills in thinking and formulating ideas.

Inspection judgements

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

The childminder has an appropriate knowledge of the Early Years Foundation Stage and plans activities which generally support children in their learning and as they prepare for school. Educational programmes adequately cover the seven areas of learning. For example, children are supported to learn colours through using a stacking resource. The childminder comments on the colour of each stacking brick as children use them and they repeat the different colours they can see. Planned activities are developed to support children's interests and generally promote their needs. However, at times activities are based solely around events and activity ideas and the childminder does not tailor questioning to reflect children's levels of ability and understanding. For example, young

children make collage pictures based on a popular children's book which is meant for much older children. This activity is not targeted to meet all children's learning needs. The childminder has knowledge of children's likes and dislikes through undertaking regular observations as they play. However, information gained from observing children is not used consistently to track their achievements and progress. This hinders how the childminder can then plan accurately for their next steps in their learning and development. Consequently, planned activities do not always offer challenge or maximise potential learning for children and they make steady, rather than good progress.

The childminder provides a running commentary during activities, asking children to remember prior learning and using keywords. For example, children play with construction blocks and the childminder asks them to identify different colours and consider if differently-sized pieces will fit together. This supports children's problem solving and critical thinking skills. The childminder supports children to extend their language. They identify different animals in a book and the childminder challenges them to make the different noises for each animal. The childminder poses questions to children and engages them in activities. However, at times she does not give children sufficient time to think and respond to her questions. This means that their communication skills are not always supported to their full potential. Children initiate their own play and they access resources independently. The childminder responds to their interests and there is an appropriate mix of child-initiated and adult-led learning. Children's interactions with the childminder are positive. The childminder offers appropriate support for children in developing key skills as they prepare for moving to school and future learning.

The childminder understands the importance of working in partnership with parents. She offers settling-in sessions which allow parent partnerships to develop from the outset, as they provide the opportunity for children's needs to be discussed. The childminder sends photographs via text messaging to show parents what children are doing during the day, uses daily communication books and gives daily verbal feedback. Parents are involved in children's learning through contributing items for children's development files, such as family photographs. The childminder encourages home learning and welcomes parent participation. For example, children have planted sunflower seeds at the childminders and then measure them at home to mark their progress. Parents are involved in children's assessments through completing documentation when children first start receiving care and commenting on children's summary of learning documents, which are regularly sent home. In addition, parents' views are sought on termly reports that the childminder compiles.

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

Positive attachments are in place and children are settled in the childminders care. Children are confident and access resources to initiate their play. The childminder supervises children well and is aware of their individual needs. For example, the childminder identifies that a child needs changing and plays a tickling game as the child lies on a changing mat. The child is happy and giggles as interactions are positive. Children confidently make their needs known, such as pointing to their individual cup

when they want to request a drink. The childminder is generally a positive role model and shows children how to use resources appropriately. For example, she sits with children as they play on the floor. Positive behaviour is encouraged by using age-appropriate strategies for children. The childminder liaises with parents to ensure a consistent approach is adopted to support positive behaviour. Children listen to the childminder's requests and the childminder offers consistent praise during the inspection. Consequently, children are emotionally equipped for their future moves to other settings and, eventually to school.

The childminder understands the importance of undertaking risk assessments and reviews them regularly to ensure they meet current needs. For example, the childminder has identified potential risks due to current building work on the property. She has liaised with parents, ensures that she knows who is on the premises and has considered how children will exit the property should there be the need for an evacuation. In addition, the childminder undertakes daily safety checks to ensure the environment is safe from hazards prior to children attending. For example, she ensures that blind cords are out of reach, cleaning materials are safely stored and safety gates are in place. Risk assessments are reviewed regularly to minimise hazards to children. In general, the childminder follows procedures which support safety. She checks visitor identification before gaining access to the premises. Children are building a suitable knowledge of managing risks through using tools such as scissors and engaging in discussions about crossing the road safely.

Children learn about healthy lifestyles through accessing the outdoors regularly. Children play outside in the garden area and take walks in the local environment. For example, children visit various playgroups, commercial soft play centres and the library. The childminder freshly prepares meals each day which incorporate fresh fruit and vegetables. The childminder documents children's dietary requirements on entry so she is aware of their likes and dislikes. Children have the opportunity to learn about healthy food through growing their own vegetables, such as potatoes, peas and tomatoes. The childminder generally encourages children to be independent. For example, children choose their own resources and attend to brushing their teeth after eating lunch. The childminder supports children to be ready for school by reading books with them about starting school and watching videos to support them in coping with change. Partnerships are in place with the local school and meaningful information is shared regarding children's developmental needs. This supports children as they prepare for school.

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

The childminder has an effective knowledge of safeguarding procedures. She is aware of appropriate agencies to contact for further advice and support should she be concerned over a child's welfare and has attended child protection training. Documentation is in place to further support procedures, such as action to be taken in the event of allegations made against the childminder. Safeguarding practices are evident and are embedded in practice. For example, the childminder checks the identification of all visitors to the home and ensures that door keys are safely stored out of children's reach. In addition, the

childminder completes daily registers to ensure ratios are maintained, records any accidents that children may have while in her care and also records the medication she has administered to children with parental permission. The childminder and other adults in the household have appropriate checks in place to confirm their suitability.

The childminder has a satisfactory knowledge of how to support children in their learning and development. She undertakes regular observations and verbally interacts with children which supports their communication skills and role models how to use resources. Some monitoring of practice is carried out. However, as effective procedures for assessment are not yet in place, monitoring is not robust enough to ensure children make good progress. The childminder meets with other childminders at sessional groups to discuss her practice and activity ideas. She also attends training delivered by the local authority, such as looking at the expectations of children's behaviour and reviewing guidelines for food and drink for children. Attending such training allows the childminder to regularly review her practice and is beginning to support her professional development.

The childminder reflects on activities and self evaluates her practice. For example, if children are not engaging with an activity she considers how she can develop this in the future, by for example, trying different resources. The childminder has identified areas which she would like to develop, including further developing partnerships with other providers and attending training on assessing children's progress. The childminder is committed to making improvements and welcomes the views of parents to inform her practice. Parents' views are collated in daily communication books. These show that parents are happy with the service provided. They include comments about how their children never get upset and are always eager to come to the childminder's home. The childminder has links with local authority advisors, the local school and informally meets with other childminders. These partnerships help to support children's individual care and learning needs.

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	EY459052
Local authority	Salford
Inspection number	929138
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	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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