

Inspection date

Previous inspection date

14/10/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 is skilled and knowledgeable and supports children's learning well. She understands how children learn best and provides them with a wide range of activities and resources. Consequently, children make good progress in all areas of their development in relation to their starting points.
- Children feel safe and secure and develop strong, close emotional attachments with the childminder who provides a caring and loving environment. As a result, their all-round well-being is effectively promoted.
- The arrangements for safeguarding are well established and detailed policies and procedures are consistently implemented to ensure children's safety.
- There are strong partnerships with parents and other early years providers, which ensures that children receive consistency and continuity in their learning and care.

It is not yet outstanding because

- Arrangements are not yet fully in place to give parents extensive opportunities to contribute information about what their children are learning at home so that the childminder can take this into account when planning activities to further enhance children's learning.
- Opportunities to support young children's growing awareness that print carries meaning and that information can be relayed in print form are not extensively 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 observed children's activities in the dining kitchen.
- The inspector held discussions with the childminder and talked to children at appropriate times throughout the inspection.
The inspector looked at various documents, including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector carried out a joint observation with the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder.

Inspector

Julie S Kelly

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 three children aged two, 11 and 12 years in Worsley, Greater Manchester. The family have a pet cat and two goldfish. The whole of the ground floor is used for childminding purposes. There is an enclosed rear garden available for outdoor play. The childminder has completed basic training, including first aid, child protection and food hygiene. She takes and collects children from local schools and nurseries. The childminder operates from Monday to Friday from 7am to 6pm, term time only. There are currently three children on roll, one of whom is within the early years age range. 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:

- extend opportunities for parents to contribute information about what children do at home and use this shared knowledge to plan together and think through ideas of how to move children forward in their learning
- enhance children's growing awareness that print carries meaning and that 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

Children's enthusiasm for learning, and levels at which they succeed, are enhanced by the childminder who has a very good understanding of how young children learn best. Teaching techniques are strong and rooted in the childminder's good knowledge of child development and the Early Years Foundation Stage. Babies and children have access to a broad range of good quality resources and challenging experiences, which successfully supports their individual learning and development needs. The environment is well equipped with a wide range of resources to promote children's natural sense of curiosity and exploratory skills. Consequently, they are full of enthusiasm, motivated to learn and make consistently good progress in relation to their starting points. For example, babies squeal with excitement as they investigate what happens when they drop corks, sponges, fir cones, boats and ducks into a bowl of water.

Children develop good social skills because the childminder teaches them to cooperate, share and take turns and negotiate as they play. They demonstrate high levels of

confidence as they freely explore the environment and make independent choices about what they want to do. The childminder is particularly skilled at developing children's communication and language skills. She role models developmentally appropriate language for babies and intuitively tunes in to the sounds, facial expressions and gestures they use to communicate their needs. Babies' language development is further enhanced as they learn through imitating older children. This gives them the confidence to experiment with sounds as they begin to use new words and two word sentences. In addition, the effective use of rhymes, songs and stories has a significant impact on the development of children's listening and attention skills. Children can access books at any time, which means that they develop a genuine love of stories and learn to read books for pleasure. However, opportunities to support young children's growing awareness that print carries meaning and that information can be relayed in print form are not yet fully established. The childminder provides children with a broad range of resources and experiences to develop their large muscle control and coordination. For example, children access the garden, where they have opportunities to dig, run around and practise ball skills. Consequently, children successfully acquire the skills and abilities that prepare them well for the next stage in their learning and eventually school.

Children's progress is effectively tracked through observations and continuous assessment of their achievements. This helps the childminder to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. The childminder obtains information from parents on entry about children's favourite activities and individual interests. However, opportunities for parents to consistently share information about what children have done at home to enhance the planning process are not yet fully established. Effective tracking systems in place to monitor children's progress means that the childminder can quickly identify any gaps in children's learning and seek external support and intervention if necessary. Children's learning records contain a wide range of information, including photographs, observations, examples of their work and summaries of their progress. The childminder holds daily discussions with parents about children's learning and progress and suggests simple activities that they can do to help support children's learning at home. As a result, children's individual needs are well met.

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

Warm and close relationships between the childminder and children are a key strength in this setting. Children feel valued and nurtured because the childminder is caring towards them and very attentive to their needs. Arrangements for settling new children into the setting are effective as the childminder organises pre-visits to build up their confidence. The childminder talks to parents to find out about children's interests and care routines. She successfully mirrors home routines in her setting, and as a result, there is good continuity of care. The childminder provides opportunities for children to make choices in their activities but also, very importantly, provides a familiar routine which promotes their emotional security. Children develop good self-help skills because the childminder teaches them to do things for themselves, whenever possible. She uses positive praise and encouragement when children achieve a task, which successfully promotes their sense of self-esteem. Children's good health and self-care is securely embedded as they attend to their own care needs, where appropriate. For example, babies and children are

independent as they self-select resources and manage their own personal and emotional needs in readiness for school.

Children begin to learn about boundaries with encouragement and support because the childminder maintains a consistent approach to help children manage their feelings and behaviour. She teaches them to share, distracts them with other resources and talks about how their actions affect the feelings of others. The childminder is fully aware of the need to manage behaviour at an appropriate level that is relevant to individual children's ages and stages of development and their level of understanding. She teaches children about keeping themselves safe, both within the home and when on outings. For example, when children play in water, she explains that she has put a towel on the floor so that it does not get slippery, as they might fall. This continuous guidance and support helps young children learn how to assess and manage risk independently as they develop their confidence and understanding of safety.

The childminder teaches children to be aware of the importance of healthy eating as she provides them with nutritious meals and snacks and encourages them to try new foods and textures. Children have daily access to outdoor play to enjoy regular fresh air and exercise. The provision of quiet, cosy areas within the indoor environment give children opportunities to rest and relax. The childminder role models good hygiene practices and teaches children the importance of washing their hands before eating and after using the bathroom. As a result, children's health and good hygiene standards are successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage and her responsibility to ensure children are protected from harm. The arrangements for safeguarding children are well embedded and she has a clear understanding of the signs and symptoms of abuse and neglect, what to do and who to contact in the event of a child protection concern. Parents receive a copy of the safeguarding policy and are informed of the procedure to follow should they have any concerns about the childminder or her associates. The childminder has a comprehensive set of detailed policies and procedures which are followed meticulously. Children's safety is further enhanced through the implementation of robust risk assessments and daily checks of the indoor and outdoor environment. This means that children can play and learn in safety.

The childminder oversees the educational programme and ensures it is effective so that children have access to a broad and balanced curriculum that covers all seven areas of learning. Observations and assessments are accurate and precise and effectively demonstrate children's current learning and development, identifying targets for children's next steps in learning. The childminder successfully monitors observations and assessments and reviews children's development to make sure that they continue to make good progress. She identifies her own training needs based on consistent evaluation of her practice and effective monitoring of children's learning and progress. This means that

professional development training is targeted to have a positive impact on learning outcomes for children. The childminder is passionate and committed to her work with children and this is reflected in her enthusiasm and the enjoyment she demonstrates when interacting and playing with the children. She accurately identifies her strengths and areas for development of the provision and her practice, through the effective self-evaluation process. The childminder uses written questionnaires to find out the views of parents. She closely observes children to establish their preferences and to evaluate the environment and effectiveness of resources. As a result, she makes appropriate changes to further improve learning outcomes for children. The childminder is keen to strengthen her knowledge and skills through continuous professional development training.

The childminder has a secure understanding that working very closely with parents has a positive impact on children's learning and development. Children's learning records are shared with them and they access a broad range of information in the form of daily verbal communication, newsletters and photographs. Systems for working with other early years providers, such as local schools and nurseries which children also attend, are effective. This partnership working successfully promotes continuity and consistency for children's individual care and learning.

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	EY468285
Local authority	Salford
Inspection number	972188
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	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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