

<b>Inspection date</b>	14/10/2014
Previous inspection date	12/01/2009

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

### **This provision is good**

- Children form secure attachments with the childminder, which means they are confident, settled and keen to explore and learn.
- The childminder enhances children's learning and development. She develops good working partnerships with parents in order to help them to support their child's learning at home.
- The childminder has a sound knowledge of safeguarding procedures and, therefore, acts appropriately to make sure that children are protected.
- The childminder has a secure knowledge and understanding of how children learn and develop. She carefully observes children, in order to assess their skills, and interacts with them effectively to improve their development. As a result, children make good progress in their learning.

### **It is not yet outstanding because**

- The childminder does not display words and labels around the learning environment to further strengthen the children's good early communication skills during their play.
- Children's independence is not consistently promoted because, on occasions, the childminder tidies up for children instead of encouraging them to tidy up for themselves.

## 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 downstairs rooms and the outside learning environment.
- The inspector discussed a range of policies and procedures and looked at children's assessment records and planning documentation.
- The inspector took account of views of parents on the day.
- The inspector held a meeting with the childminder and spoke to her during the inspection, when appropriate.
- The inspector looked at documents and evidence of the childminder's suitability, including Disclosure and Barring Service checks.
- The inspector gave feedback to the childminder.

## Inspector

Yvonne Holt

## Full report

### Information about the setting

The childminder was registered in 2000 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 in the Clifton area of Swinton. Their home is within walking distance of shops and local schools. Most of the ground floor of the house is used for childminding. There is an enclosed garden for outdoor play. The family has a pet dog. The childminder is currently caring for two children who are in the early years age group.

### What the setting needs to do to improve further

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

- enhance children's independence and school readiness by helping children to learn how to tidy away their own toys
- develop the environment to contain more labels and text for children to see and become familiar with.

### Inspection judgements

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

Children make good progress because the childminder knows them well and provides learning opportunities that are suited to their individual stages of development. The childminder is enthusiastic, motivated and interacts well with the children. This means children are happy and engaged in their learning. Children's interests are followed spontaneously as they are encouraged to be creative and use their imagination. For example, children share a game with the childminder where they put together and create a variety of funny faces. The childminder exploits this opportunity to encourage and extend children's vocabulary, as she talks to them during their play using a wide range of descriptive language. Consequently, children are able to express themselves freely and gain confidence to talk about the world around them. The childminder is mindful of children's levels of learning and their ages, so she adapts her teaching accordingly. She uses information about children's starting points and plans for them accordingly, to ensure children are sufficiently challenged. As a result, children are making good progress in their learning. This means all children's educational needs are met, so that they reach their best potential in their learning and are well prepared to move to school, when the time comes.

The childminder has taken part in the 'Every child a talker' programme and through this she has gained a very good understanding of how children develop their language and communication. The childminder is particularly skilful in her modelling of language for

younger children. For example, children attempt words and she praises them while modelling the word correctly during play. However, this is not reflected in the visual learning environment, which has no written or visual aids, such as words and pictures for children to see and become familiar with. The childminder knows how to make clear observations of the children and assess their learning needs. This has resulted in the childminder having high expectations of all children. Consequently, she has a good knowledge of how to support their development appropriately, according to their individual needs. Children are given the best support in the development of their communication skills and they make very good progress in this area of their learning. The childminder is enthusiastic when she works with children and gives lots of praise to them as they achieve. Daily routines are used as learning experiences. For example, while making snacks, the childminder gives each child the opportunity to select their own fruit. She talks to them about which foods are healthy and how milk gives us strong bones. This results in children having clear messages about what foods are good to eat. Younger children are encouraged to feed themselves and hold and use a cup independently. This promotes children's independence and promotes the development of their fine-motor skills.

Partnerships and communication with parents are strong and a good two-way flow of information is in place. Parents are included in their child's learning, as they regularly share current knowledge of their children. Verbal feedback and a home diary provides detailed information relating to what the children have done during each day, which parents can contribute to. Information from parents is used to plan for children's next steps in their learning, resulting in the individual needs of children being well met. This good sharing of information ensures parents are fully involved in their child's learning.

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

The childminder fully understands the importance of building good, positive relationships with parents to enable the individual needs of children to be met. Good partnerships are developed by communicating and sharing information. This has resulted in children forming strong, secure emotional attachments with the childminder. This is evident as children are happy, settled, confident learners. The childminder responds to children's care needs without delay. For example, she changes young children's nappies promptly and, when children are thirsty, drinks are immediately provided to quench their thirst. The childminder talks to children about how well behaved they are and how well they do, praising them for their achievements. Older children are encouraged to be kind and helpful to young children. For example, older children are encouraged to help young children when they cannot do something, helping them to achieve their goals. This provides older children with some responsibility and increases their self-confidence and self-esteem. The childminder supports children's personal, social and emotional development well. For example, younger children are beginning to learn that some things are theirs, some things are shared and some things belong to other people. They are encouraged by the childminder to develop good manners and be polite. As a result, children's behaviour is good.

The childminder effectively supports children's personal care and their developmental needs, as she works with parents to support their next stages, such as toilet training and how to wash their hands. For instance, children are supported to use the bathroom by themselves. Because of this, children become independent and gain the skills they need for school. However, children don't always learn to tidy their own things away, as the childminder often tidies up for them. The childminder regularly takes children out and about during the day. For example, they enjoy regular visits to the park. Such outings form part of the children's daily routines. Information about the children's activities is shared daily with parents, verbally and in their learning journals. Parents provide positive written feedback. For example, they write about how their children are happy and settled and look forward to going to the childminder's house. The childminder has good procedures in place for keeping children safe during outings. For example, she takes a mobile phone and children's emergency contact details with her, as well as having signed parental permission slips. Children are developing their understanding of how to stay safe because the childminder teaches them about safety in and outside of the home. For example, she teaches them how to climb the step safely to and from the playroom and how to negotiate the play equipment at the park. She talks about why we wash our hands and about keeping germs out of our tummies. This means children have clear messages about why personal hygiene is important.

The childminder is building links with the local nursery and attends a local pre-school group. The childminder attends introductory days that the school holds, for children who are due to join the nursery and reception class. This means that the childminder has a positive relationship with teachers at the school and is able to share relevant information with them, which helps to support children effectively in their transition to school life.

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

The childminder has a good understanding of how to keep children safe. Resources are clean, well maintained and stored safely. They are at an accessible level for children to safely access them. Comprehensive risk assessments are available for activities and outings. In addition to this, the childminder checks that all areas are safe, including the indoor and outdoor areas. The childminder fully understands what to do if she has a safeguarding concern relating to children, in line with her written policy. She has completed relevant safeguarding training and has also completed paediatric first-aid training. As a result, children stay safe during a wide range of challenging learning experiences and their welfare is well protected. The childminder keeps detailed, well-organised documentation that shows how the educational programmes, across all seven areas of learning, support children to make good progress. Observations clearly show the next steps in children's learning and inform the childminder's planning to provide appropriate learning opportunities for children. The childminder has a good understanding of how to monitor and evaluate children's learning.

Partnerships with parents are strong and there is a policy to promote and strengthen this. A home diary enables parents to contribute to continuously improving the quality of her

provision. The childminder provides information about the daily routine, in the children's home diaries, to inform parents of the types of activities, foods and outings children experience in her care. Information is gathered from parents relating to children's likes and dislikes. The requirements for the progress check, for children between the ages of two and three years, is understood and shared with parents. The childminder understands her responsibilities for recognising all children's needs and sharing information with parents. As a result, children's individual needs are well met. Partnerships with schools and other professionals are developing well. This means that children will make a smooth transition to school.

The childminder has strong links with other registered childminders. She understands about partnership working when children attend other settings, to ensure that children's care and learning are broadly complemented and supported. The childminder is committed to offering good quality care to children and their families. She reflects on her practice and seeks feedback from parents and other childminders. This means the childminder is able to sustain a successful learning environment and adapt her practice to meet the needs of the children in her care. Therefore, an effective self-evaluation process is developing well, where strengths and areas for development are clearly identified. This promotes an ethos of continuous improvement, to ensure the standard of quality childcare provision is maintained.

### **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>	307244
<b>Local authority</b>	Salford
<b>Inspection number</b>	876797
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/01/2009
<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.

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