

Inspection date	04/11/2014
Previous inspection date	08/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 demonstrates a secure understanding of how to safeguard the welfare of children in her care and manage concerns of this type. There are effective measures in place to keep children safe by minimising risks.
- Children are happy and confident as a result of the caring approach of the childminder, who provides consistent boundaries to help children learn how to manage their feelings and behaviour.
- The childminder establishes children's starting points in learning and makes plans for activities, which have the correct level of challenge, in order to help children progress well in their learning.
- Effective partnerships are established with parents to support children's care and learning. The childminder understands the importance of working in partnership with other settings and professionals to support continuity.
- The childminder uses effective methods to bring about continuous improvement through evaluation of her practice, including identifying training needs.

It is not yet outstanding because

- The childminder does not make the best possible use of children's play with role play equipment, in order to enhance their speaking and thinking skills.
- Books are not displayed in a way that maximises their independent use by children, in order to enhance their early experiences in reading.

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 viewed the areas of the premises used for childminding.
- The inspector checked the qualifications of the childminder, along with evidence of the suitability of adults living or working on the premises.
- A joint observation was carried out by the inspector and the childminder.
- The inspector examined samples of documentation related to children's welfare and learning, used by the childminder when caring for children.
- The inspector discussed the childminder's knowledge of areas, such as safeguarding and individual children's learning.
- The inspector and the childminder discussed the ways in which the childminder evaluates her provision and seeks the views of others to inform this.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Swinton area of Salford with her two teenage children. The whole ground floor, and the back bedroom and bathroom on the first floor, are used for childminding purposes. Access to the home is via the front door and there are enclosed gardens to the front and rear available for outside play. The childminding setting operates from 7.30am to 6pm on weekdays, all year round, apart from family holidays and bank holidays. The childminder has a relevant qualification in childcare at level 3. There are currently six children on roll, attending for a variety of sessions, of whom three are in the early years age range. The childminder is a member of the Professional Association for Childcare and Early Years. She receives support and advice from the local authority.

What the setting needs to do to improve further

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

- build on the existing good use of questioning to include when children use role play resources, in order to extend their thinking and speaking skills
- enhance the ways in which books are displayed, in order to maximise their independent use by children.

Inspection judgements

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

The childminder completes assessments of what children can do when they join her setting, using her observations along with information from their parents. Consequently, she forms comprehensive initial plans to support their development. She follows children's progress in detail, in order to plan precisely for their next steps in learning, making use of ongoing information provided by parents and what she knows about children's interests. As a result, she is able to quickly identify any areas of learning where children need more support and act on this, so as to minimise future difficulties. The childminder has implemented the progress check for children between the age of two and three years as part of her assessment to support children's learning. Parents are encouraged to contribute to this in order to make plans for their children's future progress. The childminder plans activities for children that support their learning in all areas and she demonstrates effective skills in weaving their individual learning needs into both adult-led activities and those chosen by the children themselves. She has a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Children are keen to participate and learn, as a result of the childminder's skilled approach, and they

make good progress towards readiness for school. The childminder helps parents to engage with their children's learning by providing frequent updates about their children's progress, along with photographs that are labelled to show which areas of learning are being addressed in the activity shown. Parents therefore receive comprehensive information about their children's progress, activities and the Early Years Foundation Stage, enabling them to support their children's learning at home.

The childminder provides challenging and interesting activities for children, which build on several areas of learning in order to support their good progress. For example, she teaches them to learn numbers in the correct order by counting bubbles they blow together. Children delight in chasing the bubbles and begin to independently say numbers in sequence as they pop them, demonstrating their rapid learning through an activity they enjoy. The childminder builds on this later indoors by encouraging children to count again with her, using magnetic numbers to help them learn that the number words have symbols too. This familiarises children with both the sounds and marks associated with numbers, before they learn about quantity. The childminder also enables children to learn about comparative size by pointing out the small and large bubbles. This provides further support for children's early learning in mathematics, as well as extending their vocabulary. The childminder provides activities inside and outdoors for children to make marks themselves, using a variety of materials. For example, they use large chalks outside to draw marks that represent clouds, as the childminder points these out to them. This enables children to learn that marks can carry meaning as part of their earliest learning in literacy. It also supports their development of the manipulative skills needed later for writing. Children are provided with home role play resources to support their early imaginative play. They pretend to wash their hands in the toy sink and investigate the utensils and plastic food. The childminder makes some use of questioning to extend children's thinking and communication skills during their play in the toy kitchen. However, the quality of questioning is inconsistent and, consequently, children are not always prompted to offer well considered, comprehensive replies in order to build on their thinking and speaking skills.

The childminder is skilled at recognising when children are ready to move to higher levels of challenge. For example, when children show that they are remembering number names, she plans activities for them to learn to order the symbols correctly, such as providing number cards to hang up in the outdoor area. The childminder ensures that books are accessible to children and asks them questions about the pictures in order to support their developing early reading skills. However, books are not displayed in a way that maximises their independent use, as they are stored in drawers, and their use is adult-led rather than the independent choice of the activity by children. Children learn about the world around them through activities that also support their creative development. For example, after visiting a country park to explore the piles of dry leaves, they make collages with some and learn about the changes brought about by the seasons. The childminder provides activities to give children an awareness of diversity in their community and displays images that support this, so that children learn about the people and communities around them.

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

The childminder seeks detailed information from parents, prior to children joining, about how she can best support their good health and well-being. She obtains information about children's dietary needs and their routines, in order to provide continuity of care and support their welfare. The childminder seeks information to support children's well-being, such as about how to best comfort them if they are tired or unsettled. She shares her policies and procedures with parents to ensure that they are aware of these and understand how they support the childminder's practice in promoting their children's welfare. Parents exchange information on a regular basis with the childminder about children's well-being and this provides continuity for children's care. As a result of the close partnership working between parents and the childminder, children are happy. They are therefore confident and demonstrate this by engaging the childminder's attention frequently through talk and actions, as they have secure emotional attachments to her. The childminder takes children to local toddler groups and also meets with other childminders and their children. This provides support for children's social and emotional development, as they become used to playing within larger groups and interacting with different children. The childminder has a good understanding of the importance of preparing children socially and emotionally for their next steps in learning, including school. She encourages children to develop relevant self-help skills, such as using the zip on their coat independently, which also enhances their confidence. The childminder has plans in place to exchange information with other settings children may attend about their well-being, when this is needed, with parents' permission.

Children have daily opportunities for physical play outside and indoors on the premises. For example, they have access to wheeled toys outdoors and an age-appropriate climbing frame with a platform and slide indoors. She also takes children on outings to parks, playgrounds and soft play centres. This enables her to provide sufficient challenge for children to extend their physical development and take frequent exercise. Consequently, children also have good opportunities to learn about taking reasonable risks in physical play as their whole-body coordination develops. The childminder provides guidance for parents regarding nutritious foods that they can send for children's meals. She also provides other foods to supplement this to enable children to learn about making healthy choices. For example, children can choose from fruits and yogurts after their lunches. The childminder offers water as a drink to help support children's good dental health and children are regularly encouraged to think about whether they need to have a drink. This also builds children's independence skills as they collect their own beaker. The childminder makes children aware of their own safety by reminding them to sit to drink in order to prevent accidents.

The childminder has effective procedures to minimise any risk from cross-contamination during routines, such as nappy changes. She helps children to learn about maintaining good personal hygiene, such as washing their hands after using the toilet or after outdoor play. She teaches children about road safety when on outings, in order to develop a basis for children's independence skills when they are older. The childminder demonstrates effective skills in managing the behaviour of young children, by using strategies like redirection when toddlers show unwanted behaviours, such as throwing small toys. She is

consistent when helping children to learn boundaries for their behaviour in order for them learn to manage them themselves as they become older. Children are encouraged to take on small responsibilities, such as helping to tidy-up, and the childminder makes effective use of praise to further motivate them in their efforts when they are successful in their task.

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

The childminder has a secure understanding of the procedures she should follow in the event of any safeguarding concerns regarding children. She keeps her knowledge up-to-date and has all required policies in place, including the procedure to follow if an allegation is made against herself or her family. All adults living or working on the premises have been checked for suitability. The childminder has a valid paediatric first-aid qualification, which enables her to deal with minor accidents and injuries appropriately. She obtains written permissions from parents regarding a range of matters, including administering medicines to children and taking photographs for observations of children's learning, in order to work in partnership with them. The childminder completes risk assessments for the premises and all outings, so as to identify hazards and minimise these to support children's safety. Risk assessments are regularly reviewed to ensure they remain effective for the needs of children attending. The childminder completes daily checks of the areas of the premises used for childcare, in order to minimise risks to children. She uses effective, practical measures, such as keeping external gates and doors locked, to help avoid accidents. The childminder also completes safety checks when taking children on outings, such as to playgrounds, to make sure that the area is safe for children to use before they play. All required documentation is in place to underpin the safe and effective running of the childminding setting.

The childminder demonstrates a comprehensive knowledge of the learning and development requirements of the Early Years Foundation Stage. This enables her to plan activities that meet children's learning needs with the correct levels of challenge, to support them in making good progress. The childminder has a good understanding of the importance of completing frequent observations and assessments of children's progress, in order to make accurate plans for their future learning. She uses her knowledge of their interests and information from parents to support the use of her own observations and assessments for planning. The childminder monitors her observations and assessments, to ensure that her plans cover all areas of learning to enhance children's progress. She has a secure understanding of the importance of working in partnership with other agencies and settings involved with individual children's welfare and learning if this is needed.

The childminder obtains parents' views through both verbal and written means, in order to inform evaluation of her practice. She also asks children what they like to do in her setting, so as to make use of their views and plan for enhancing her provision. The childminder makes evaluations of her practice frequently and reviews this to ensure it is relevant to her existing practice and current statutory requirements. Training needs are identified through evaluation to support the effective running of the setting and to

promote children's learning. For example, the childminder has undertaken training in supporting children's development of communication and language skills. She also identifies short courses to enhance her practice in specific areas, such as ones for learning about different early years pedagogies. All recommendations from the previous report have been successfully addressed. The childminder therefore demonstrates a purposeful approach to continually enhancing her provision for children's well-being and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	504110
Local authority	Salford
Inspection number	869222
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	08/12/2008
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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