

Inspection date	13/11/2014
Previous inspection date	23/05/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children form good relationships with the childminder and their friends. This enables them to feel self-assured and engage successfully in learning through play.
- The quality of teaching and learning is good and the childminder has a good understanding of the abilities and needs of children in her care. As a result, children make good progress in their learning.
- Partnerships formed with parents are highly effective, with everyone working closely together to meet children's needs.
- The safeguarding and welfare requirements are understood well by the childminder. She has clear policies and procedures, which are embedded into the daily routine to ensure that children are kept safe.

It is not yet outstanding because

- Partnerships with other early years provision that children attend are not fully developed, which means that information about what children know and can do is not regularly shared in order to provide complementary experiences that consistently build on their learning.
- Children's understanding about the diversity in the world around them is not fully promoted because they have few opportunities to reflect on the differences and similarities between cultures and communities.

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.
- The inspector spoke with children, parents and the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of suitability and training and the childminder's self-evaluation form and plans for improvement.
- The inspector took account of the views of a parent spoken to on the day.

Inspector

Helen Akehurst

Full report

Information about the setting

The childminder was registered in 2011 and lives with her husband and two children in the Salford area of Greater Manchester. The whole of the ground floor and three bedrooms on the first floor are used for childminding. The family has a pet dog. There is a secure garden available for outdoor play. The childminder's home is close to local amenities, including a library, parks and shops. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is a member of the Professional Association for Childcare and Early Years. The childminding provision operates Monday to Friday, all year round, except for family holidays.

What the setting needs to do to improve further

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

- build further on children's understanding of, and appreciation for, the similarities and differences between families, communities and traditions by, for example, providing a range of resources to investigate and explore that reflect diversity
- explore further strategies to support effective information sharing with other early years providers to enhance the continuity and consistency of support children receive in all their learning and development experiences.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage and promotes children's learning and development well. The childminder uses effective language to help build on children's abilities and values what children say during everyday activities. The childminder completes developmental records for each child, including photographs and observations of the children's achievements, using this information to plan for their individual next steps in learning. The childminder gains useful information from parents about their children, using this to identify the children's starting points and ongoing development, and to plan suitable activities and play opportunities based on children's interests and learning needs. She continually observes the children in her care, assessing what she sees and matching it to the appropriate area of learning. This helps to ensure that children develop appropriately, in line with what is expected for their age. The childminder continually assesses children's progress to enable her to plan appropriate activities and opportunities to enable children's learning to be maximised across all areas. Feedback is provided to parents in a variety of ways on a daily basis.

Consequently, parents are kept well informed of their child's progress.

The childminder provides a warm and welcoming environment which is well resourced and which promotes children's progress in each of the seven areas of learning. Resources are stored in drawers, baskets and boxes, enabling children to make independent choices about their play and to make links in their learning. Ongoing assessments of children's progress are completed and the progress check for children between the ages of two and three is firmly embedded in practice. Children enjoy a range of different activities which help them learn through play and exploration. For example, the childminder provides a range of role-play resources, which enables children to engage in imaginative role play based on their own first-hand experiences. The childminder supports the children to develop their communication and language skills by engaging in play, role modelling effective language and developing new vocabulary. For example, she comments on their play activities and encourages children to develop their thinking by asking them open-ended questions.

Children use small world toys, such as trains and train tracks and small construction bricks to imagine, construct and build their own stories. For example, children speak about what is happening as their trains travel past different buildings and into the station. This helps support their imaginative play and their knowledge about the world around them. They learn about mathematics as they help to set the table for snack and meal times, counting out cups, plates and cutlery. A range of appropriate books are available to children and the childminder shares stories and information books with them on a daily basis, helping to promote their early literacy skills and supporting them in developing a love of books. However, they are not always effectively supported to learn about or value diversity within the wider community because, for example, there is only a limited range of resources for them to use in their play that fully reflect the similarities and differences of wider society.

Children are suitably prepared for their move on to other early years settings. They become used to a range of environments as a result of weekly visits in the local community and gain the social skills they need to make friends. The children have frequent opportunities to visit the library and play centres as well as undertaking walks in the local environment. They look at books, engage in physical play and socialise with other children. Consequently, children are gaining key skills they need for their future learning.

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

The childminder provides a warm and welcoming environment where children are emotionally secure. The children settle quickly in the home as the childminder works closely with parents to ensure the children's individual needs are met. The childminder gathers information from parents and carers so that she can meet children's individual needs. For example, the childminder meets with parents before children attend to collect key information and find out about children's interests and achievements, as well as their routine at home, to ensure that children settle well in her care. The childminder has a settling-in process and parents and children are encouraged to visit her home several times before starting at the setting. The childminder is warm and encouraging with the children and gives them lots of attention. The childminder recognises when children are

tired, hungry or require their personal needs attending to, and responds quickly to ensure they are comfortable. As a result, children are emotionally secure and comfortable and feel valued. The childminder acknowledges children's achievements with praise and encouragement, which helps to build their self-esteem. Consequently, children are developing well in their personal, social and emotional development.

Children behave well because the childminder is a good role model. She teaches them how to use manners through everyday routines and children behave well as she promotes behaviour in a positive and consistent way. For example, children are encouraged to share toys and understand that some children have favourite toys, which helps them to take turns. The childminder promotes healthy lifestyles in a variety of ways. Children are encouraged to wash their hands before meal times and after toileting, and they discuss how this stops the spread of germs. As a result, children are aware of their personal hygiene needs and are developing good personal hygiene routines. Healthy drinks and snacks are provided for children, for example, they eat a variety of fruit at snack time and drink either milk or water. The children use the secure garden area in which the childminder provides a range of activities to develop their learning and enjoyment outdoors. They learn the importance of road safety while out walking in the local community. For example, they know they must always stop, look and listen before crossing the road. A fire evacuation procedure is in place and children have an opportunity to practise this, so they know what to do in an emergency.

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

The childminder has a thorough understanding of the Early Years Foundation Stage and demonstrates a good understanding of her role and responsibility in relation to safeguarding children and protecting them from harm. She is fully aware of the signs and symptoms of abuse and the indicators which may alert her to a concern. She is aware of the procedure to follow should she have a concern about a child in her care. All adults in the home have had the appropriate checks to ascertain whether they are suitable to come into contact with children. Consequently, children are kept safe and their welfare is promoted. The premises are secure and the childminder carries out regular risk assessments so that any potential dangers to children are minimised. The childminder has a valid certificate in paediatric first aid, so that she is able to deal correctly with any emergencies. As a result, children are cared for safely and their well-being is supported effectively.

The childminder monitors children's educational programmes to ensure that children make good progress. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage, and she uses effective activities and resources to promote learning. The childminder reflects on her practice and evaluates her setting. As a result, she accurately identifies her priorities for improvement. The childminder attends training to enhance her professional development and seeks out relevant courses, which further develop her knowledge and understanding. Therefore, she is continually seeking to build on opportunities to improve her childminding service and learning opportunities for children.

The childminder has very positive relationships with parents and engages in daily conversations with them about their children's well-being and progress. The childminder receives written and verbal feedback from parents about her service and parents praise her for the progress their children have made. The childminder listens to the views of parents and children and evaluates her practice accordingly. The childminder understands the importance of building good relationships with other settings that children attend and has made good progress in establishing these. However, these links do not consistently extend to sharing detailed information about what children know and can do, in order that both providers can plan and provide complementary experiences that actively promote children's learning and development.

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	EY437004
Local authority	Salford
Inspection number	870547
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	23/05/2012
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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