

Inspection date	12/11/2014
Previous inspection date	06/10/2008

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 uses a clear observation and assessment system to help her promote children's good progress and plan a range of purposeful learning experiences.
- The childminder is fully committed to ensuring she is up to date with all aspects of training and professional development. As a result, children are kept safe and experience a good quality learning environment.
- The childminder is secure in her knowledge of child protection issues. She has a clear understanding of how to refer and deal with any concerns about the children in her care. Therefore, children are safeguarded well.
- The good relationships the childminder has with the parents ensure that children are offered continuity of care and parents are fully involved in their child's learning.

It is not yet outstanding because

- Children's understanding of a healthy lifestyle is not always fully promoted.
- The childminder does not use all opportunities to talk to children about safety and give explanations of how to keep themselves safe.

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 interaction between the childminder and the children during play.
- The inspector spoke with the children and the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records and evidence of the suitability of the childminder and other adults in the household.
- The inspector carried out a joint observation with the childminder.

Inspector

Joanne Ryan

Full report

Information about the setting

The childminder was registered in 1987 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in a house in the Little Hulton area of Salford. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently eight children on roll, six of whom 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. The childminder supports children who speak English as an additional language. She 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:

- build on the opportunities for children to increase their awareness and understanding of the importance of leading a healthy lifestyle
- enhance opportunities for children to increase their awareness of safety, for example, by giving clear consistent messages about the risks children are taking.

Inspection judgements

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

The childminder has a good understanding of how to promote children's learning and development in the Early Years Foundation Stage. She provides a broad range of interesting and engaging activities that cover all seven areas of learning. She uses initial information gathered from parents, to identify children's starting points. This helps her to effectively support children's individual learning and development from the outset. The childminder completes ongoing observations of the children, which allows her to provide activities and experiences that enhance learning and support them to make good progress. The good progress children make is further supported by the childminder's skilful teaching, which ensures they are developing the key skills required for their next stage in learning. The childminder is aware of the areas where children require extra support and uses all opportunities to extend and develop their learning and development.

The childminder has a good knowledge of how children learn. She supports their thinking

skills. For example, when she plays alongside children in the sand she asks them open questions, such as, 'What do you think will happen if we pour the sand in the container with a hole?' This encourages children to use language and predict future events. Children engage in a wide range of activities, which support their investigation and exploration skills. For example, they explore lentils, paint, cornflakes and play outdoors in a mud kitchen. Children are making good progress in their physical skills, because they have opportunities to manipulate dough and use tools. The childminder takes lots of photographs of the children's experiences and keeps them in children's files. She shares the folder with parents regularly, which keeps them well informed about the children's experiences.

Children develop their mathematical awareness as they engage in number songs and use props to support their understanding and engagement. The childminder introduces mathematical vocabulary into children's play. For example, she talks about items being full, heavy and empty. The childminder takes children to activity sessions in the community, which enables them to develop their social skills as they interact in larger groups. The childminder has successfully completed the progress check for children between the ages of two and three years. She involves parents in identifying children's next steps in their learning, so parents are able to continue this learning at home. The childminder supports children who speak English as an additional language well. She has gained key words from the parents to enable her to meet the children's needs and has some books, which reflect the children's home language. Consequently, children's home language is valued and this effectively supports their acquisition of English.

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

The childminder is focused on the needs of the children in her care. It is evident through the positive relationships observed that secure attachments have been established with the children. They are happy and clearly enjoy their time with the childminder. When children arrive they find their photograph with their parent, and stick it on 'Who's in the house?' board. This promotes children's sense of belonging. The childminder encourages new children to have settling-in visits, and she spends time talking to parents about their child's development, their likes and dislikes and any specific needs they have. This gives her a good understanding of children's unique needs, which ensures they settle quickly.

The childminder has clear expectations and praises children's positive behaviour, therefore, they behave well. Children are safe in the childminder's care and she supervises them well. However, opportunities to support children's understanding of how to keep themselves safe are not always fully promoted. For example, when a child climbs onto a chair, she does not use this opportunity to talk to children about how they may fall and hurt themselves. Children have a good range of resources to choose from indoors and outdoors, which supports them to be independent and make choices. The childminder provides them with comfort and reassurance. For example, when children become distressed at having their nappy changed the childminder uses toys to distract them and talks to them. This good emotional support means children are emotionally well prepared for their next stage in learning.

The childminder provides homemade meals and snacks, which are nutritious and healthy. While children are developing healthy habits, there are fewer opportunities for them to learn about the importance of healthy lifestyles as the childminder does not talk to them about which foods are healthy to eat. Fresh drinking water is freely available to children throughout the day, which ensures they remain hydrated. Children access the outdoor area everyday, which gives them plenty of fresh air. Children are developing self-care skills as they eat their snacks independently.

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

The childminder has a clear understanding of the signs of abuse and the procedures for reporting concerns and has attended safeguarding training. Therefore, she is able to respond quickly should she have any concerns about a child in her care. Written risk assessments identify potential dangers to children and the childminder implements measures to minimise any risks. For example, she ensures that safety gates are in place to prevent children from having unsupervised access to the stairs. This means children are able to play and learn in a safe environment. The childminder holds a current paediatric first-aid certificate, therefore, she is able to respond to minor accidents and injuries should they arise.

The childminder has completed a number of courses and a relevant early years qualification at level 3 to further improve her practice and to benefit the children. She has attended training on the progress check for children between the ages of two and three years, which has given her the knowledge to be able to competently provide parents with a written summary of their child's development. The childminder has a written self-evaluation in place and plans for future development. She has successfully addressed the recommendations from the previous inspection, which shows that she has a good capacity to maintain ongoing improvements. The childminder tracks the development of individual children, which means she can easily identify where children are making less progress and provide support in order to ensure all children make good progress from their starting points.

The childminder is proactive in working with other settings the children also attend. She exchanges verbal feedback about their progress and next steps in learning. This ensures children's needs are met and they receive a consistent approach to enhance their development. The childminder keeps parents up to date through social media, text messages and general conversations. Therefore, parents are well informed about their children's experiences.

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	307414
Local authority	Salford
Inspection number	867744
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	06/10/2008
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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