

<b>Inspection date</b>	18/11/2014
Previous inspection date	08/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 and her assistant use a clear observation and assessment system to help them promote children's good progress and plan a range of purposeful learning experiences.
- The childminder ensures she has good knowledge and skills by completing purposeful training. She uses her knowledge well to enhance the provision and improve children's learning and development.
- Children are safeguarded as the childminder and her assistant are aware of the possible signs and symptoms of abuse, and the appropriate action to take if they have concerns about a child.
- The childminder communicates effectively with parents, which ensures children's care needs are met and a consistent approach is created.

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

- Occasionally, the childminder does not give children enough time to think and respond before answering for them.
- Opportunities to help children understand that print carries meaning and know where things belong are not always used to the full.

## 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 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 considered the views of parents and discussed self-evaluation.

## Inspector

Joanne Ryan

## Full report

### Information about the setting

The childminder was registered in 1996 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Swinton area of Salford. The childminder works with an assistant who is her daughter. The dining room, kitchen, orangery, toilet on the ground floor and the rear garden are used for childminding. The family has two dogs, two guinea pigs and a tortoise as pets. The childminder attends toddler groups and activities at the local community centre. She visits the shops and park on a regular basis and collects children from the local schools. There are currently six children on roll, all 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 holds an early years qualification at level 3 and her assistant holds an early years qualification at level 2. The childminder supports children who speak English as an additional language and children with special educational needs and/or disabilities. 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:

- give children sufficient time to respond to the questions asked to enhance their language development
- increase the use of print in the environment, so that children play in an environment rich in text and know where things belong. For example, by labelling the boxes of toys children can select from.

## Inspection judgements

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

Parents complete an All about me book, which gives the childminder useful information about children. This is complemented by observations and assessments, which the childminder makes in order to have a good understanding of what children know and can do. She uses the information gathered to support children to make good progress. The childminder and her assistant support children's communication and language skills well. This includes children who speak English as an additional language. They sing songs with the children and ask them a good range of questions to support their thinking skills. However, occasionally, the childminder does not give children enough time to respond to a question before answering for them. Children develop their personal, social and emotional skills as they take turns rolling trucks to each other. The childminder uses good teaching

skills and enhances the children's learning by introducing mathematical concepts and repetitive language. For example, she counts to three each time before she rolls the truck.

Children have a good range of resources, which are freely available at their height. Therefore, they are able to follow their own interests. However, opportunities for children to understand that print carries meaning and know where things belong have not been fully maximised. For example, boxes of toys are not labelled to help familiarise children with written words. The childminder extends children's investigation and thinking skills by encouraging them to test out their ideas. For example, children roll a ball and car down a tube and observe which goes furthest. This also supports their understanding of distance and speed. Children develop their physical skills through riding on the trucks outdoors and younger children are supported in taking steps. Children engage in sensory play as they enjoy feeling the texture of paint and playing with pasta.

The progress checks at age two are completed with parents and help to identify any emerging concerns. The childminder works with external agencies to support children in her care with special educational needs/and or disabilities. She follows the strategies the outside agencies advise. This ensures children make good progress from their starting points. The childminder works closely with parents to support children with English as an additional language to make progress in English. The childminder summarises the next steps in learning for individual children and shares this with parents with suggestions of how they can support the skills at home. This creates a consistent approach to supporting learning and development. The good range of opportunities offered to children supports them to develop the key skills required for the next stage of learning.

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

The childminder and her assistant know the children well. They build good relationships with them, which results in children feeling safe and secure in her environment. The childminder visits children in their own home and gathers a range of information from parents. Therefore, she can settle children quickly and encourage them to be confident and safe in the knowledge that she will support them. The childminder keeps parents up to date with how she has met the children's care needs through the use of a daily diary. Children have their own drawers where they can keep their personal belongings with their photographs displayed, which creates a good sense of belonging. Children enjoy looking at themselves in the mirror, which enhances their self-awareness. The good emotional support children receive means that they settle well and quickly become confident children who are well-prepared for their next stage of learning.

The childminder supports children's understanding of safety, for example, through undertaking regular fire drills and learning about road safety. Children learn to recognise danger and how to manage risks, such as knowing how to respond in an emergency situation. The childminder and assistant offer children lots of praise throughout the day supported by clapping and cheering, which builds their self-esteem and supports them with understanding how to behave. Children manage their own personal needs as they use the bathroom independently and wash their own hands before they eat. The childminder supports children further with developing their independence. For example,

before children go out to play, she encourages them to put on their own shoes and coat. The childminder works closely with parents when children have specific care needs to ensure they receive individualised care.

The childminder encourages healthy eating by providing a healthy diet for children and explaining the importance of healthy food to them. Children are developing an understanding of healthy lifestyles because they grow vegetables and fruit in the allotment, which also supports their understanding of where food comes from. Children have daily access to outdoors, which provides them with fresh air and exercise. Fresh drinking water is freely available, so children do not become thirsty. The good range of resources available at children's level helps them to make good progress across the seven areas of learning.

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

The childminder and her assistant demonstrate a good understanding of their safeguarding responsibilities. They have an up-to-date policy and are aware of the signs and symptoms of abuse and the procedures to follow in the event of a safeguarding concern. Therefore, risks to children are minimised. The childminder has effective systems in place to safeguard data, which contributes well to protecting children. She undertakes a risk assessment of her home and of outings, as well as daily checks to ensure that hazards indoors and outdoors are minimised and the environment and resources are safe to use. All adult household members and adults who work with the children are checked for their suitability. Children are supervised well at all times when they are taken out and about. The home and garden are secure, which prevents any unauthorised access. Therefore, children can explore their environment safely.

The childminder undertakes an induction with the assistant, which ensures she is clear about her role and responsibilities. The childminder observes the assistant and undertakes regular appraisals, which supports the assistant to develop her practice and skills. The childminder monitors the educational programmes effectively to ensure that children make good progress. She plans activities to support children in the areas where they are making least progress and shares this with parents. Therefore, all children, including children with English as an additional language or special educational needs and/or disabilities, make good progress based on their starting points. The childminder reflects on her practice, taking into account ideas from parental feedback. This has enabled her to monitor her provision, and address any areas for development. In addition, the childminder and her assistant have attended a variety of courses to update their knowledge. Consequently, this helps the childminder improve skills and practice as well as the children's overall learning experiences. The childminder holds an early years qualification at level 3 and the assistant holds an early years qualification at level 2, which gives them a good understanding of how children learn.

The childminder has a good understanding of the importance of liaising with other early years provisions to support continuity in children's learning. For example, the childminder has taken children to look at frogs and tadpoles when they were learning about this at

school. The childminder works effectively with parents and shares regular information about children's learning and development through conversations, photographs and videos, which enables parents to continue learning at home. When children are ready to move onto their next stage of learning the childminder provides the teachers with a summary of children's development. Therefore, teachers can support children from their current stages of development. The childminder also demonstrates a good ability to work in partnership with other agencies to secure appropriate support for children with special educational needs and/or disabilities.

### **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>	307256
<b>Local authority</b>	Salford
<b>Inspection number</b>	867729
<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>	12
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/09/2008
<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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