

Inspection date	20/11/2014
Previous inspection date	26/10/2011

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 have formed strong attachments with the childminder and they are happy and settled in her care.
- The childminder safeguards children well. She has effective safeguarding and child protection policies and practices in place, which helps to ensure the safety of the children at all times.
- The childminder is committed to training to enhance her skills and understanding of how young children learn. This supports her professional development and it fosters improvement to enhance children's achievements over time.
- The childminder has good systems in place to monitor and assess children's development, which means they make good progress towards the early learning goals.
- The childminder has established effective partnerships with parents. This ensures that information is shared in a timely manner and that children's well-being is promoted.

It is not yet outstanding because

- The childminder has not yet fully developed her environment, for example, by displaying children's artwork, photographs, number and word labels to enhance children's literacy, mathematical development and sense of belonging.
- The childminder does not always maximise children's natural sense of curiosity and exploratory impulse, through the use of natural materials and open-ended resources.

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 childminder's house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records, planning documentation and discussed with the childminder how these are shared with parents.
- The inspector discussed the childminder's self-evaluation.
- The inspector checked evidence of the suitability of household members, and a range of other documentation, including the safeguarding and child protection procedures.

Inspector

Helen Gaze

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult children in the Walkden area of Salford. The whole of the ground floor and toilet facilities on the first floor are used for childminding. There is an enclosed garden available for outside play activities and the childminder lives within walking distance of local parks, shops and schools. The childminder is able to take and collect children from local schools and pre-schools. There are currently four children on roll, of whom one is in the early years age range. Children attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. 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:

- extend the use of natural and open-ended resources, such as, metal or wooden objects, to fully support children's natural curiosity of the world around them and to foster their exploratory impulses
- maximise opportunities to support children's literacy, mathematical development and sense of belonging even further, by displaying children's artwork, photographs, number and word labels in the environment.

Inspection judgements

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

The childminder has a strong understanding of how children learn and develop, which means that, overall, the quality of her teaching is good. She regularly observes children as they play to assess their knowledge, skills and understanding across the prime and specific areas of learning. She successfully tracks their development, to ensure children are achieving the typical expectations appropriate to their age and stage of development. She effectively builds on children's existing skills, by planning next steps for their learning and providing interesting and challenging activities. This enhances children's enjoyment and supports their development. This also means that children make good progress in their learning. The childminder has a good understanding of the progress check for children between the age of two and three years. She demonstrates that she understands how this can support her in ensuring children are reaching age-related expectations. As a result, children's strengths and areas for development can be quickly identified, which helps to ensure that children get the support they need.

The childminder is clear in her communications with children and she effectively supports babies in their acquisition of language. She responds sensitively to babies as they babble, which supports their early communication skills. This helps babies to feel confident as they develop good language skills for talking and communication. She spends time reading and singing to babies, which they babble along to and wave their arms in excitement. This supports children's communication and language skills well. However, the childminder has not yet introduced natural materials, such as wooden or metal resources for babies to explore. As a result, the childminder is not yet maximising the use of babies exploratory impulses and natural curiosity that these types of resources promote. Babies enjoy playing with toys that have buttons to press and flaps to lift, which supports their fine motor skills. The childminder supports babies well as they practise their larger movements. For example, as babies find ways to get around she encourages them to roll, stand and sit as they play. This supports babies in their physical development. The childminder ensures older children engage in shared activities to support them to play together and to learn how to include each other. This supports children to behave well and helps them to form caring relationships with one another. Older children particularly enjoy playing with board games. For example, they play games that require them to take turns, reading cards and moving the required number of spaces on the board. This also supports children with their early mathematics and literacy skills and helps them develop some of the attitudes and skills they need for their learning at school when the time comes. However, the childminder does not yet display signs and labels in the areas that children play, in order to fully support them to recognise associated numbers and text in the environment.

The childminder is particularly focused on enhancing the educational programmes to support children's development even further. For example, she takes children to various play groups, where they take part in activities to enhance their creativity and physical skills. For instance, babies enjoy painting and making marks during a play session with other childminders. This supports babies physical development and helps to strengthen children's hands ready for later writing skills, which helps to prepare them for their move to school in the future. The childminder has formed close links with parents and she works hard to actively engage them in their child's learning. For example, she verbally shares information about children's learning with parents and she provides written summaries of their child's development, including sharing ideas to enhance learning at home. This supports children to make good progress.

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

The childminder is supportive and caring, which means children have formed strong attachments and are happy and settled in her care. She has a robust settling-in procedure, which effectively contributes to supporting children's emotional well-being. For example, children settle gradually over a period of time, spending time with the childminder to get to know her before they start. This helps children to feel safe and secure in her care. The environment has a welcoming and calming feel, where children freely explore and develop skills for future learning at school when the time comes. However, the childminder does not yet currently display children's pictures and artwork to help to maximise their sense of value and belonging and to enhance their all-round development even further. The

childminder shares information with parents on a daily basis about children's care needs. She effectively listens to parents, which helps her to support children further while in her care. For example, she supports children with weaning when parents feel their children are ready. This provides continuity of care for children.

The childminder supports children to understand the importance of having a healthy and active lifestyle from a young age. She provides food that is nutritious and fresh and has recently attended training to develop her understanding of supporting children with dietary needs. As a result, this helps her keep children safe from harm. The childminder effectively promotes children's health and hygiene. For example, she teaches children to wash their hands before eating and after playing in the garden. This helps to develop children's understanding of good hygiene routines, as well as teaching them to do things for themselves. Furthermore, her practice demonstrates how she effectively supports children's independence skills, which helps children to develop confidence to care for themselves. The childminder encourages children to have an active lifestyle. She provides children with good opportunities to explore the environment, while teaching them about safety. For example, she talks to children about using the large climbing equipment safely when they visit the park. Consequently, children develop a good understanding of how to keep themselves safe from harm and learn how to take measured risk as they negotiate the climbing equipment safely.

The childminder is a good role model for children. She uses clear and consistent strategies for managing children's behaviour and sets clear expectations that are appropriate to their age and stage of development. She meets babies' individual needs well, through care routines, for example, by soothing them to sleep when they show signs of being tired, helping them to manage their own feelings. The childminder gives children's safety high priority. For example, the front door is kept locked to prevent unauthorised access. Additionally, the door to the rear garden is a stable door, which helps her to constantly supervise all children while others are sleeping or playing outside. The childminder ensures the routines are flexible to meet the needs of all children. For instance, she incorporates trips out to introduce babies to larger groups of children when visiting play groups and the local library. These trips help children to socialise and prepares them well for the next stage in their learning and ultimately for their move to school in the future.

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

The childminder demonstrates that she has a secure understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good awareness of child protection issues and a clear understanding of the possible signs of abuse and neglect. She has effective safeguarding and child protection policies in place and is fully aware of the procedures for reporting a concern, which helps to ensure the safety of children at all times. She ensures all persons living on the premises are appropriately vetted and all have the relevant Disclosure and Barring Service checks. As a result, her secure knowledge of safeguarding supports her well in keeping children safe.

The childminder safeguards children even further by maintaining all required documentation, including policies and procedures for the safe use of mobile phones and cameras in the setting. She has a secure knowledge of first-aid procedures and she has maintained a current paediatric first-aid certificate. As a result, this maximises children's well-being in her care.

The childminder places a strong focus on continual improvement. Her self-evaluation is in place and the childminder is successful in identifying her strengths and areas for further improvement. She effectively gathers the views of parents through discussions and she includes them in making plans for improvement. The childminder demonstrates her commitment to training to enhance her skills and understanding of how young children learn. This supports her professional development and it fosters improvement to enhance children's achievements over time. For example, she has attended training to assist her with assessing children's progress, subsequently, all recommendations from the last inspection are fully met. This drive for improvement ensures that experiences for all children are positive as she is now able to swiftly identify where children may need additional support in their learning and development. She listens to what children say and takes on board the things they enjoy. For example, she has purchased new games for older children because they tell her they enjoy these games. This demonstrates she values and listens to children.

The childminder has a good understanding of the learning and development requirements. She plans a range of stimulating activities for children across the seven areas of learning. She routinely monitors children's progress and shares this information with parents and other providers. As a result, children benefit from consistency in their learning, which supports them to make good progress. The childminder works with other professionals to actively engage them in the care, learning and development of children. For example, she has secure relationships with teachers at the school. She shares information with them regarding the progress children make in their learning. She complements the learning that takes place at school by listening to the things children enjoy, which she then provides during activities in the setting. For example, some children enjoy solving addition and subtraction problems and she provides these for children to practise in her home. Consequently, this helps children to make further progress in their development and complements the learning that takes place in school.

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	307432
Local authority	Salford
Inspection number	876803
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	26/10/2011
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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