

Inspection date	03/12/2014
Previous inspection date	09/10/2008

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 are well supported by the childminder who provides a good range of interesting and challenging experiences that are tailored meet children's individual learning needs. Consequently, children make good progress in their learning and development.
- Children are motivated by a well-resourced and accessible learning environment. Consequently, they are active and inquisitive learners who enthusiastically explore and investigate their surroundings.
- Children thrive in a nurturing child centred environment. They enjoy loving and affectionate relationships with the childminder, who works closely with parents to ensure children's individual care needs are fully met.
- The childminder has a secure understanding of safeguarding and is able to implement effective child protection procedures to protect children from possible harm.

It is not yet outstanding because

- The childminder does not always fully consider the importance of developing fine muscle control or encouraging children to experiment with mark making during play in preparation for early writing.
- The range of information gathered from other settings that children attend is not detailed enough in order to enrich the planning process and support children in making the best possible progress.

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 interactions between the childminder the children present.
- The inspector observed play and learning opportunities presented in the lounge and dining room.
- The inspector toured the premises and spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records and a selection of written records and policies.
- The inspector checked evidence of suitability of adults living and working on the premises, the childminder's qualifications and self-evaluation form.
- The inspector took account of the views gathered from parents during the inspection and from feedback on the childminder's own parents survey.

Inspector

Vickie Halliwell

Full report

Information about the setting

The childminder was registered in 1988 and is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in the Swinton area of Salford, Greater Manchester, close to shops, schools and public transport links. The whole of the ground floor is used for childminding. There is an enclosed area available for outdoor play. There are currently six children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder takes children to, and collects them from, the local primary school and pre-school groups. The childminder provides care each weekday, all year round, from 7.30am until 6pm, except Christmas and family holidays.

What the setting needs to do to improve further

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

- enhance the educational programme for literacy by providing greater opportunities for children to develop their hand muscles and finger control in preparation for early writing and to experiment with writing through play before encouraging children to write specific words
- enhance the depth of information gathered from other settings that children attend, in order to enrich the planning process and support children in making the best possible progress.

Inspection judgements

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

The childminder has a secure understanding of the seven areas of learning. She supports children well and provides a good range of interesting activities and suitably challenging experiences. Consequently, children are active and inquisitive learners who are acquiring the skills, attitudes and dispositions they need to be ready for school. Children explore a well-presented and stimulating learning environment. They confidently and independently access resources of their choice. The childminder provides a broad and balanced educational programme, accessing toddler groups and activities to complement the provision within her home. Children's communication and language skills are well promoted. The childminder models language and provides children with lots of opportunities to use language for communication. She asks open questions which encourage children to think and talk about what they are doing. This helps develop their vocabulary, consequently young children practice and refine their use of simple sentences. The childminder has completed training in order to support and monitor children's acquisition of language effectively. As a result, children who need additional support are

quickly identified.

The quality of teaching is good, the childminder is mindful of children's interests and their individual capabilities. Consequently, she provides a good range of educational experiences that interests and inspires children of all ages. As a result, children confidently explore the learning environment and lead their own play. The childminder is a very experienced provider who skilfully facilitates child-led learning, instinctively supporting and extending activities to enrich individual learning; for example, as children repeatedly crawl through tunnels the childminder adds further challenge and supports two year old children as they count, to see how long it takes to crawl through the tunnel. She then introduces the concept of speed, emphasising the new concepts to young children her movements and the tone of her voice. Mathematical concepts are firmly embedded within the educational programme for children of all ages. Babies are introduced to number, shapes and colours as they play, while older children spontaneously consider the size, shape and design they require when playing with construction materials. Literacy is generally well promoted, children access books freely, they enjoy stories and are learning that print carries meaning. However, the childminder do not always place enough emphasis on the importance of developing fine muscle control and providing opportunities for children to experiment with mark making opportunities during play, in preparation for early writing. This means planned learning is occasionally overly adult led and expectations in relation to children's ability to form recognisable letters and write their own names at a young age are too high.

The childminder regularly observes and monitors what children can do and where they need additional support. A progress check for children aged between two and three years is completed and where appropriate, early intervention is sought. The childminder refers to relevant guidance to help her assess children's current capabilities and identify priorities for future learning. Through discussion, the childminder demonstrates a secure knowledge of children's individual capabilities and provides a range of challenging activities that helps them make good progress in all areas of their learning given their starting points. Systems to monitor children's progression overtime are established. Partnership working with parents promotes a shared approach to children's learning. Parents are encouraged to provide a detailed overview of their child's capabilities at admission. They are well informed about their child's progress and how they can further support their child's learning at home. However, the range of information gathered from nursery settings that children also attend, is not detailed enough to enrich the planning process in order to fully support children in making the best possible progress.

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

Children's personal, social and emotional development is very well fostered and successfully promotes children's confidence and their enthusiasm for learning. This helps ensure children are well prepared for the next steps in their learning, including starting nursery or school. Children benefit from a secure relationship with the childminder and the supportive and nurturing environment provides a strong foundation for children's general wellbeing and their future learning. As a result, children of all ages demonstrate a strong sense of belonging. Excellent relationships with parents mean the childminder is very well

informed about family life and children's care needs. As a result, children settle quickly and benefit from consistent care that meets their individual needs.

Children's good health are effectively promoted by the childminder who raises their awareness of the importance of good personal hygiene. Children adopt a healthy lifestyle, because they have regular opportunities to be physically active in the childminder's home, at the groups they attend and when visiting outdoor play areas. This helps support and promote the development of large muscles. Parents provide packed lunches and are encouraged to have regard to the childminder's healthy eating policy. Children are becoming increasingly aware of their own safety and the safety of others, because the childminder provides simple explanations. Children are competent at managing their own personal needs, because their self-help skills and emerging independence are well promoted by the childminder. The childminder is a positive role model who encourages children to develop a positive and caring attitude towards others. The childminder routinely praises good behaviour and children's achievements, which helps raise their self-esteem and encourages positive behaviour. The childminder provides positive explanations, play materials and books, which help raise children's awareness of the wider world and teach them to respect and value differences.

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

The childminder has a good understanding of her responsibility to ensure her setting meets both the safeguarding and welfare and the learning and development requirements. As a result, effective systems are implemented to ensure all the requirements of the Early Years Foundation Stage are fully met. The childminder has a secure understanding of how to protect children in her care. Consequently, appropriate checks on adults are carried out and the welfare of children is monitored closely. The childminder demonstrates a clear knowledge and understanding of child protection issues and can implement appropriate procedures to protect children from possible harm. This helps ensure children are effectively safeguarded. Rigorous risk assessments ensure children can move and play safely within the childminder's home and are kept safe on outings. Good organisation ensures written documents contain all the required information and are readily accessible.

The childminder is a very experienced practitioner. Since her last inspection she has completed training to update her knowledge and understanding of home based childcare and current legal requirements. In addition, she has completed first aid training and training to improve her educational programme for communication and language. This drive for improvement means the childminder is continually enhancing the service she provides to support children's achievements over time. Through self-evaluation, the childminder has identified priorities to review and further improve the current arrangements for observation, assessment and planning in order to avoid duplication and to ensure written records that are shared with parents fully reflect the childminder's knowledge of each child. Systems to monitor children's progression overtime are established and are also used by the childminder to evaluate and monitor the quality of the educational programme. This means any gaps in the provision for children's learning

and development are quickly identified and addressed.

Partnerships with parents are well established and make a strong contribution to meeting children's needs. However, the range of information gathered from other settings that children also attend, is not detailed enough to enrich the planning process. In contrast, parents are well informed about the range of activities and experiences their children participate in and how they can further support their child's learning at home. Daily discussions with parents provide a valuable insight into children's time with the childminder and underpin a two-way exchange of information. As a result, parents have meaningful discussions with the childminder about the next steps in their child's learning. This leads to a shared approach to children's learning and development and information from parents is well used to enrich the planning process. Parents comment enthusiastically on the quality of provision, highlighting the excellent progress children make with their communication and in their social development. The childminder is aware of the importance of working with other agencies to ensure identified children get the support they need. Details of possible development delay are promptly discussed with parents in order to ensure early intervention.

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	307328
Local authority	Salford
Inspection number	818801
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	09/10/2008
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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