

<b>Inspection date</b>	04/12/2014
Previous inspection date	06/01/2009

<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**

- Partnerships with parents are positive and effective in ensuring children's care and learning needs are well met.
- Children are effectively safeguarded because the childminder is knowledgeable about child protection issues and completes risk assessments, which contribute to children's safety in the home and on outings.
- The quality of teaching is good. Children make good progress due to the childminder's clear knowledge of child development. She uses observations of children's learning to identify and plan for the next steps in their development.
- The childminder's self-evaluation and reflective process is effective in improving the service she provides.

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

- The childminder has not fully developed a system to consistently exchange information about children's next steps in learning with other settings that children attend, to enhance continuity for children between settings.
- The childminder does not always provide books that support the activities children are undertaking in order to promote and extend their thinking.

## 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 and children 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.
- 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 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children in a house in the Swinton area of Salford. The playroom, dining room, kitchen and the rear garden are used for childminding. The childminder attends toddler groups and activities in the community. She visits the shops and park on a regular basis. The childminder collects children from the local schools. There are currently nine children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.45am to 5.45pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3. 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:

- make better use of opportunities to share information with other settings children attend, in order to provide an even more cohesive approach to children's care and learning
- enhance the opportunities for children to explore a variety of books in order to extend their ideas and thinking in a range of activities.

## Inspection judgements

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

The childminder has an accurate understanding of children's abilities because she completes regular observations and assessments. She evaluates the information gained to identify future learning goals for the children and then links these purposefully into the planning of activities, which supports children to make good progress. The childminder supports children to develop their physical skills. For example, they squeeze and roll out dough. The childminder provides running commentary as the children play, which supports children in their communication skills. She develops children's mathematical awareness by introducing language, such as flat and empty, as they play with dough together. Children have a box of books available, which supports their literacy skills. However, the childminder has not fully explored the range of ways in which she could use books to support children's thinking and understanding in a range of activities.

The childminder has effective teaching skills that support children's learning and development. For example, she problems solves with children and they work

collaboratively to put together a train track. Children are developing their understanding of the world because they visit the farm and care for a tortoise in the childminder's home. This helps children to show care and concern for living things. Children are able to explore a range of media and experiment with colour. For example, they add food colouring to the dough and observe the changes this makes. The childminder encourages children to share resources with her to enhance their social skills. As a result, children learn to relate to others and enjoy their time with the childminder. The good teaching and broad range of experiences mean children make good progress in their learning and development and are acquiring the key skills required for their next stage in learning.

The childminder talks to parents about children's abilities when they start in the setting. She uses this information to plan initial activities based on the skills children have already required. The childminder maintains a file of children's experiences and achievements. She shares this with parents, which enables them to continue learning at home. In addition, she talks with parents each day about their children's experiences at home and in her setting, which creates a consistent approach to meeting the children's needs. The childminder completes the progress check for children between the ages of two and three years and shares this with parents. The summary of children's progress enables the childminder to easily identify children's weakest areas and if any further support is required.

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

Children are relaxed and happy within the care of the childminder. She has built good relationships with the children and is responsive to their needs. For example, when children wake up from sleeping, the childminder comforts them until they are ready to play. Arrangements for children joining the setting are flexible in order to support their emotional well-being. The childminder gathers a good range of information from parents, which enables her to meet their care needs. She fully promotes children's independence by encouraging them to clean up after they have finished playing. Furthermore, she gives them choices within the activities, such as which apron they want to wear, which builds children's confidence in decision making. This ensures children are emotionally well prepared for their next stage in learning.

The childminder provides children with good opportunities to take risks. For example, children walk around on sturdy plastic pots with ropes attached and consider how they can make steps without falling off. The childminder supports children's understanding of how to behave by giving clear explanations to them. For example, when children put full sandwiches in their mouth she comments, 'I don't think that is a good idea'. The childminder reinforces children's good behaviour by offering lots of praise and encouragement, which builds children's self-esteem. Children have access to a good range of resources, which supports their good progress in all seven areas of learning and development.

The childminder washes children's hands and cleans the table before they eat their lunch, which promotes good hygiene. Children have individual towels to dry their hands, which minimises the risk of cross contamination. Children are developing their understanding of

healthy lifestyles because the childminder has grown potatoes with them. Children eat nutritious meals and a range of fresh fruit and vegetables, which ensures they have a healthy balanced diet. Children get lots of fresh air through playing outdoors everyday. In addition, they visit play centres where they have the opportunity to exercise and run around.

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

The childminder has a good understanding of safeguarding. She has a child protection policy, which she shares with parents so that they understand her duties and responsibilities. The childminder updates her knowledge and understanding of child protection through courses. She is aware of the signs and symptoms of abuse and knows what action to take should she have concerns about the welfare of a child. This contributes towards keeping children safe. The childminder promotes children's safety well and risk assesses her home and any outings. She is vigilant in ensuring hazards are quickly identified and addressed, enabling children to play safely and freely. The childminder ensures children are well supervised and she keeps a detailed record of children's arrival and departure times. Consequently, children's safety and well-being are given a high priority.

The childminder monitors the educational programmes well. She makes use of supporting documentation, which she highlights for each individual child, to enable her to clearly see if progress is being made and any areas where there might be delay. Therefore, she is able to focus the children's experiences on the areas where they need most support. The childminder has a relevant early years qualification at level 3, which gives her good knowledge of how children learn. The childminder reflects on her practice and considers the strengths and weakness of the service that she provides. She attends regular training and identifies areas to improve, which has a positive impact on her practice. For example, after attending training concerning creating spaces for children to communicate, she created opportunities for the children to make dens.

The childminder encourages regular feedback in the form of written questionnaires and uses this information to evaluate her work. Parental feedback is very positive and demonstrates the appreciation that parents hold for the childminder's service. The childminder has built up links with the local school as her own children attend there and she talks to children about what they have been doing at school. However, she does not have secure arrangements in place to liaise with the school about individual children's learning and progress, in order to create a fully consistent approach.

### **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>	EY252114
<b>Local authority</b>	Salford
<b>Inspection number</b>	860350
<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>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/01/2009
<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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