

<b>Inspection date</b>	04/12/2014
Previous inspection date	05/03/2009

<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**

- Children are kept safe in a secure environment. The childminder demonstrates a good knowledge and understanding of safeguarding procedures and all other aspects of safety.
- The childminder makes accurate assessments of children's progress and identifies their next steps in learning. She uses this information to plan effectively for their individual learning needs. As a result, children make good progress across all areas of learning.
- The childminder has developed positive relationships with parents, which effectively support continuity of care, learning and development.
- The childminder's evaluation of her provision correctly identifies areas that she can extend to improve her practice. This ensures children continue to receive a good quality learning environment.

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

- On occasion, the childminder does not fully support children's own ideas in expressive arts and design.
- Children are not always fully aware of the wider range of resources available, which means that they cannot always choose what they want to play with.

## 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 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in the Worsley area of Salford. The whole of the ground floor and the rear garden are used for childminding. The family has a dog as a pet. 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 seven children on roll, five 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 5.30pm, 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:

- enhance further the provision for expressive arts and design by fully promoting children's own ideas
- extend opportunities for children to choose what they want to play, for example, by developing a photograph book so children can choose from all available resources.

## 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 the learning and development requirements of the Early Years Foundation Stage. Consequently, she provides a range of activities promoting the seven areas of learning and development. The childminder makes observations of children as they play and plans for the next steps in their learning. She monitors children's development so she can ensure they are making good progress. The childminder uses the monitoring information to help her identify and address any learning gaps. As a result, children make good progress towards the early learning goals. The childminder effectively teaches children and supports their communication and language skills through talking to them throughout the day, singing songs and reading stories. The wide range of opportunities children are offered and good teaching ensures children are acquiring the key skills required for their next stage in learning.

The children engage in activities where they have the opportunity to make marks, which supports their early writing skills. The childminder provides children with craft activities, where they can stick materials on to Christmas trees. This develops their physical skills as

they accurately place the materials where they want them. However, some creative activities do not always allow the children the opportunity to represent their own ideas. The childminder shows children how to press the buttons and operate toy computers, which enhances their knowledge of how to use technology. She takes children to play centres where they enhance their physical and social skills through playing with others and climbing on the equipment.

The childminder gathers good information from parents when children first start to be cared for by her, which enables her to support learning from children's current stages. She keeps the parents well informed about their children's development through frequent discussions, use of daily diaries and sending home children's learning journals. The childminder gives each parent a list of ideas they can undertake at home, which encourages them to get actively involved in their children's learning. Parents regularly share information about their children's learning and development at home in the daily diaries. This helps the childminder provide continuity for the children's care and learning.

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

The childminder meets with parents before children start so that she can learn about their care needs, interests and abilities. She uses the information she gathers to support children to settle easily into her care. She continues to meet children's individual needs by maintaining a good relationship with parents. Children are well prepared for any changes that may occur as the childminder gives them clear explanations of what things will happen. For example, children are made aware of the inspector's visit, which results in children being able to feel secure and be responsive to visitors. The childminder understands each child is unique, which enables her to provide children with the support they need to feel secure. Therefore, children are confident to explore the environment and express their desires to the childminder. This supports children in being emotionally well prepared for their next stage in learning.

There is a good range of resources available for children, which supports their learning and development. However, there are further resources available, which children cannot access for themselves, therefore, at times there are fewer opportunities for children to play with what they want. The childminder supports the children in understanding how to keep themselves safe. For example, she reminds them to be careful when they play with a toy till so they do not trap their fingers. Children take risks as they learn how to use equipment safely at the park. The childminder praises children for positive behaviour and keeps them busy by providing them with interesting activities. This means children behave well. The childminder supports children's growing independence by encouraging them to make choices and following their lead in play.

Effective arrangements are in place to support children's good health. The childminder provides children with nutritious snacks and plenty of drinks so they do not get thirsty. She recognises that time spent outdoors supports many aspects of children's health. She takes children on lots of visits to local parks and for walks in the local area. The childminder extends children's understanding of healthy lifestyles by offering fruit tasting

sessions where they talk about where the fruit has come from. The childminder supports good hygiene practice by ensuring children wash their hands before eating.

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

The childminder fully understands the signs and symptoms of abuse and knows what to do and how to seek advice and support should she have a concern about a child in her care. Therefore, she is able to respond swiftly should a concern arise. The childminder carries out risk assessments and the premises are safe and secure. She keeps children safe by ensuring they are in her sight and hearing at all times. The childminder ensures that precautions, such as safety gates, are in place so that children can play safely. The required Disclosure and Barring Service checks have been completed on family members, which contributes towards ensuring that adult's children come into contact with are suitable.

The childminder monitors the educational programme by tracking the progress of the children. This enables her to check that all areas of learning are covered and that the next steps in children's learning are based on their weakest areas. The childminder reflects on her practice and identifies her strengths and current areas for development. She has addressed the recommendations from her previous inspection and is clearly committed to improving her service for the benefit of the children. For example, she has introduced new booklets for parents to complete when children first start at the setting in order to gather even more detailed information. The childminder has attended a number of training events and holds an early years qualification at level 3, which gives her a good understanding of how children learn.

Written policies are shared with parents, which gives them an insight into how their child's care is organised. They are also encouraged to provide feedback and suggestions for improvements, which demonstrates the childminder values the parent's opinions. The questionnaires confirm parents are happy with the childminder's care and the activities she provides for their children. The childminder has established an effective working partnership with the local school. This means that the children attending both settings receive continuity of care in meeting their needs.

### **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

<b>Unique reference number</b>	EY272295
<b>Local authority</b>	Salford
<b>Inspection number</b>	860819
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/03/2009
<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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