

Inspection date

08/12/2014

Previous inspection date

08/01/2009

The quality and standards of the early years provision

This inspection:

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 make good progress in their learning, due to the childminder's good knowledge of their development. She provides stimulating activities and experiences linked closely to children's interests.
- The childminder has a good understanding of her role in protecting children. She is confident in her ability to take appropriate action to ensure children are protected from abuse or neglect. This helps to keep children safe from harm.
- The childminder works closely with parents and other providers in order to support children's well-being and development.
- The childminder ensures her professional development is kept up to date and uses training to enhance the provision and improve children's learning and development.

It is not yet outstanding because

- Children's understanding of healthy lifestyle is not always fully promoted.
- There are fewer opportunities for children to extend their choices when playing outdoors.

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 1999 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 Salford area of Manchester. The childminder works with her husband who is an assistant. The whole of the ground floor and the rear garden are used for childminding. The family has a cat 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 12 children on roll, four 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 is a member of the Professional Association for Childcare and Early Years. She holds a relevant early years qualification at level 3.

What the setting needs to do to improve further

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

- build on the opportunities for children to increase their awareness and understanding of the importance of leading a healthy lifestyle
- extend the range of activities for the outdoors to further complement children's learning indoors.

Inspection judgements

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

The childminder successfully supports children in making good developmental progress. This is because she has a good knowledge of how children learn and effectively motivates and challenges them to persevere and succeed. The childminder is skilful in her questioning to promote children's language development. For example, she adds cinnamon to dough she has made and encourages children to talk about what it smells like. She explains to children how things work and supports their thinking processes. For example, when children use glue, she explains how the glue needs to dry before the material will stay in place. The childminder comments on what children are doing throughout their activities, therefore, children hear lots of language. The skilful teaching means children are acquiring the key skills required for their next stage in learning.

The childminder offers a good range of experiences to support children's mathematical awareness. For example, she has created number cards for children to put in the correct order and then add the correct number of items. The childminder uses positional and size

language as children play and provides materials for children to explore these concepts. The childminder encourages children to build good relationships with each other. Younger children become excited when they go to collect older children from school and talk about what they will play together when they return. Children develop their physical skills through manipulating dough and using tweezers to pick up small items. Furthermore, they develop their coordination as they play on the trikes outdoors. However, there are less opportunities for children to fully embrace all areas of learning during outdoor play.

The childminder observes and assesses children's skills as they play. She uses her assessment decisions to extend children's learning and ensure they make good progress towards the early learning goals. The childminder gathers a good range of information from parents when children first start, which enables her to plan initial activities that challenge children. The childminder creates a folder of children's achievements and includes guidance of what children should be doing at each age. Parents regularly review these files and are invited to contribute to them by sharing details of what their child enjoys and achieves at home. Consequently, parents are fully involved and a consistent approach to their children's learning is maintained.

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

The childminder works closely with parents when children move to her care and she uses information sharing and gradual visits to ensure children settle in well. Children have good relationships with the childminder and show that they feel safe and secure in her care. Children find their name and photograph when they arrive and display it on the board, which gives them a good sense of belonging. The childminder praises children and values the ideas they suggest, which enhances children's confidence and self-esteem. The good support offered by the childminder means that children are emotionally well prepared for their next stage in learning.

The childminder supports children in taking risks and being independent. For example, children are able to prepare their own snacks and competently use knives to chop bananas into pieces. The childminder is a good role model and ensures that children are developing an understanding of respect and manners through daily routines. She clearly explains to children what is going to happen next, which supports children in understanding the expectations of their behaviour. Consequently, children are very well behaved. The childminder has an excellent range of resources, which are clearly labelled with pictures and words. This means children know where things belong and can choose what they want to play with.

Children manage their own needs relevant to their age. For example, they put on their own shoes before they go outdoors and wash their own hands before eating. The childminder provides a healthy balanced diet for children, which ensures they are adequately nourished. Children have lots of opportunities to get fresh air through trips to the park and playing in the garden. The childminder has grown strawberries with children to support them in understanding how foods grow. However, she has not explored a range of different ways to support children's understanding of healthy lifestyles. For

example, by talking to children about the effects of exercise on their bodies.

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

The childminder has a secure understanding of the procedures to follow in the event of any safeguarding concerns regarding children. She keeps her knowledge up to date and all required policies are in place, including the procedure to follow if an allegation is made against herself or her assistant. This contributes towards keeping children safe. The childminder has effective procedures in place regarding the use of cameras and mobile phones, to protect children's welfare. Consequently, they are safeguarded effectively. The childminder carries out daily safety checks, which minimises potential risks to children. The childminder's husband occasionally works with her as an assistant to help with collection of children from school. The childminder has gained consent from parents for the assistant to be left alone with children, which ensures parents are clear on who is caring for their children. The childminder and her assistant both hold a current first-aid certificate, which means they can respond appropriately if a child has an accident in their care.

The childminder uses self-evaluation procedures to identify strengths and weaknesses in her setting. She involves parents in her evaluation through questionnaires and discussion in order to seek their views on different aspects of her provision. The childminder accesses a breadth of training, which keeps her knowledge and practice current. She has addressed the recommendations set at the previous inspection. For example, she now has a clear system in place to gather information from parents about what children can already do. This demonstrates a good capacity for continuous improvement. The childminder monitors the educational programme by tracking children's progress and supporting children in the areas where they have made least progress. The childminder observes children and responds to their interests, which includes purchasing new equipment. Therefore, all children make good progress in their learning and development.

The childminder is aware of the importance of working with staff from other settings that children attend. She has developed systems for linking with other providers of the Early Years Foundation Stage to ensure continuity and consistency of children's learning and care. Links with parents are very positive. The childminder and parents talk about what their children have been doing at home and the progress children have made in their learning and development. The childminder shares her policies with parents so they are fully informed about the way she operates her service.

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	307369
Local authority	Salford
Inspection number	871824
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	08/01/2009
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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