

<b>Inspection date</b>	16/12/2014
Previous inspection date	18/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
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## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder meets the safeguarding requirements satisfactorily and she supports children's well-being appropriately.
- The childminder regularly shares two-way information with parents, which creates a consistent approach to meeting children's needs.
- Established settling-in procedures help children to make secure attachments with the childminder.

### **It is not yet good because**

- The childminder's observations and assessments of children are not used consistently to monitor children's progress effectively to ensure that all aspects of each area of learning are delivered in full.
- The resources are not arranged effectively to support children's growing independence, which means they are not always fully engaged and motivated in their learning.
- Self-evaluation is not fully effective in identifying key strengths and weaknesses in order to enable the continuous improvement of the provision.

## 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 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 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two adult children in a house in the Eccles area of Salford. The whole of the ground floor, bathroom on the first floor and the rear garden are used for childminding. The family has three cats as pets. The childminder visits the shops and park on a regular basis. She collects children from the local schools. There are currently five children on roll, one 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 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of observations and assessments in order to monitor children's progress effectively and plan for their next steps in learning, ensuring that all aspects of each area of learning are delivered in full.

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

- improve the organisation of resources to promote children's independence further and in order to maximise their enjoyment and learning
- use self-evaluation more effectively to prioritise areas for improvement, in order to develop the quality of the provision.

## Inspection judgements

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

The childminder gathers relevant information from parents when children first attend. She then uses this information to measure children's starting points and to inform the initial planning. The childminder uses an observation, assessment and planning system, although this is not always effective in helping her to focus on and consistently implement children's next steps in learning. Therefore, children make satisfactory progress. The childminder shares children's experiences with the parents through daily conversations, which means there is a consistent approach to meeting children's needs.

The childminder's interaction with children encourages them to try activities for themselves. For example, children learn problem solving from a young age through playing with shape sorters because they work out how to fit shapes in the correct hole. The childminder talks to children as they play, which means they hear lots of language, for example, children notice birds through the window and the childminder talks to them about the sounds birds make, which also supports their understanding of the world.

Children use pencil crayons to make marks on paper representing their own ideas. Therefore, they are developing some skills in literacy and expressive arts. Children enjoy using instruments and experimenting with the different sounds they can make. The childminder supports children's caring skills as she encourages them to be kind to the dolls and go for a walk pushing the pram. The childminder aids children in developing the basic skills they need in order to learn effectively and they are therefore appropriately prepared for school.

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

The childminder knows children well and her communication with parents means that she meets their individual care needs. Children are happy and settled in the childminder's care because she uses routines, such as nappy changing, to talk to children and build strong bonds. Information regarding what children can already do, their likes and their interests is mainly sought by the childminder before children first attend. This helps then to settle into the home effectively, because the childminder is able to meet their needs more efficiently.

There are some resources available for children to choose from, which gives them some independence. However, the childminder has not created a good quality learning environment with organised resources that keep children motivated and engaged. The childminder sets clear boundaries for children so they understand how to behave. She reinforces the expectations throughout the day, which supports children to behave well. Therefore, children are adequately well prepared emotionally for their next stage of learning.

The childminder allows children to take risks through giving them opportunities to climb on the apparatus in the garden. This enables them to understand how to keep themselves safe and gives them plenty of fresh air. The childminder has grown strawberries and potatoes with the children, which supports their understanding of healthy lifestyles. The childminder is aware of children's dietary needs and ensures she meets their individual needs within the range of healthy foods she provides.

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

The childminder has an adequate understanding of child protection issues and is aware of the signs and symptoms of abuse. She knows what to do in the event of any child welfare concerns. This includes what she would do if allegations were made against her. This contributes to keeping children safe. The childminder has written risk assessments in place and ensures she supervises children well, which minimises any potential risks to them. She has a range of policies and procedures, which are shared with parents, which ensures they are fully informed about the childminder's responsibilities.

The childminder has recently resumed caring for younger children and has not kept up to date with the learning and development requirements. Therefore, monitoring of the educational programme is not yet effective in helping children make consistent progress in their learning and development. Self-evaluation is not used effectively in order to identify areas for improvement and gaps in knowledge and understanding. Therefore, the childminder has not addressed some weaknesses within her provision, such as the organisation of the resources. The childminder has completed and maintained all of the necessary mandatory training, such as completing a paediatric first-aid training course, which means she is able to respond to accidents and illness appropriately.

The childminder has a good rapport with parents. She works closely with them, keeping them well informed each day about how their child has been and what they have been doing, through daily discussions. This helps to promote continuity of care. The childminder is aware of other professionals that are supporting children and keeps up to date through parental discussions.

### **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>	EY316779
<b>Local authority</b>	Salford
<b>Inspection number</b>	862238
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/03/2009
<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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