

Inspection date	07/01/2015
Previous inspection date	28/09/2011

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

- Teaching is rooted in a good knowledge and understanding of children's learning and development needs. The childminder provides good levels of challenge that are appropriate for the children's age and stage of development to help them progress well.
- Good communication with parents enables important information to be shared about their child's welfare and potential learning needs.
- The childminder has a good understanding of her responsibilities in meeting the welfare and safeguarding requirements. Therefore, the safety and well-being of the children are actively promoted.
- The childminder effectively reflects on her practice and prioritises improvements that will benefit children the most. She therefore demonstrates a strong commitment to ongoing improvement.

It is not yet outstanding because

- The childminder is skilled in asking children challenging questions in the knowledge that this supports learning. However, on occasion she does not give children time to think and respond before answering for them.
- The childminder has not fully developed a system to consistently exchange information on children's next steps with other settings that children attend to enhance continuity of learning between settings.

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.
- 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 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her son in a house in Irlam. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has a rabbit as a pet. The childminder attends a toddler group, library and church sessions and activities at the local children's centre. She visits the park, woods and local amenities on a regular basis. She collects children from the local schools and pre-schools. There are currently 11 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. 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:

- maximise opportunities for children to think about questions asked in order to strengthen their already good critical-thinking skills, for example, by giving children more time to process their thoughts before replying
- 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 learning and development.

Inspection judgements

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

Children make good progress because the childminder takes great care to learn about the children who attend her setting. When children first start to be cared for by the childminder she gathers a range of information from their parents about what they can already do. She uses this information to provide experiences children enjoy participating in. The childminder provides parents with a wealth of information about the service she offers and the Early Years Foundation Stage, which means parents are fully informed about children's learning and development. The childminder provides a good range of activities that cover all seven areas of learning. Therefore, children acquire the skills and dispositions required for their next stage of learning.

Teaching is good because the childminder has a clear understanding of how children learn. She effectively uses observation and assessment to establish children's current attainment levels and plan next steps in their learning. Parents contribute to the

assessment process and are kept well-informed of children's progress. The childminder's good knowledge of the children means she can easily identify if they require extra support. Children enjoy caring for the dolls and pretending to feed them, which enhances their personal, social and emotional skills.

The childminder supports children's communication skills effectively through reading stories and talking to them as they play. She asks children challenging questions to support their thinking and communication skills. However, occasionally she does not allow children enough time to think and respond to questions. Children develop their physical skills as they squash and manipulate dough. The childminder extends children's thinking by offering a range of creative materials, which children can add to the dough. This develops children's imagination and creativity.

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

Children visit the childminder several times with their parents before they start, which gives the childminder the opportunity to get to know the children well. The childminder finds out about children's individual preferences from parents, which means she is able to meet their individual needs. Children enjoy the time they spend with the childminder. She offers a warm and welcoming environment, in which children can learn and play. This helps them to feel valued, safe and happy and empowers children to make their own decisions. The childminder knows the children well and is responsive to their interests. For example, children become interested in bears so the childminder provides them with teddy bears and stories. The childminder has a good range of resources children can independently choose from, which allows children to play with toys that interest them.

The childminder provides each parent with information about a range of ways in which praise can be provided for children and she uses these methods herself. This builds children's confidence in the decisions they make and in their own abilities. The childminder sets clear expectations for the children, which means children behave well. Children are learning about safety and risk through a variety of experiences. For example, the childminder arranged for a policeman to talk to the children about the importance of wearing seatbelts and stranger danger. When the time comes for children to move to school the childminder provides parents with information about how they can support children in preparing for the change. This means children are motivated and emotionally well-prepared for their next stage in learning.

The childminder supports children's understanding of healthy lifestyles through growing fruits and vegetables at the local allotment. Children have their own toothbrush and clean their teeth each day, which promotes healthy practices. Children have regular opportunities to play outdoors in the superbly resourced garden. This provides them with frequent fresh air. The childminder has very carefully planned the outdoor area so children can access all seven areas of learning. The children use balancing beams, which enables them to take risks. Children enjoy a variety of nutritious and healthy snacks with fruits, vegetables and regular access to milk or water provided for them throughout the day.

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

The childminder has attended safeguarding training and has a secure understanding of the correct procedure to follow to protect children from potential harm. The childminder has a good knowledge of the signs and symptoms that would alert her to any child protection issues. Therefore, she is able to act swiftly should any concerns arise. There is a clear safeguarding policy, which underpins the childminder's practice and provides guidance about the use of mobile phones and cameras. The childminder keeps children safe by ensuring that they are well supervised at all times. She uses risk assessments effectively to reduce potential hazards and maintain children's safety.

The childminder continuously reflects on her practice and identifies area for development. For example, she has extended the booklet she uses to gather information from parents when children first start. This means she has a wealth of information about children and is able to meet their individual needs. The childminder has a good overview of the educational programmes and the tracking of children's progress enables her to swiftly identify if children require extra support. The childminder develops her knowledge and practice through attending regular training. After attending Every Child a Talker training she implemented a communication tracking form, which enables her to closely monitor the progress children make in this area.

The childminder has established relationships with other settings children attend and is aware of the topics children are learning elsewhere. She has gathered information from the school website and generally talks to the teachers when she collects children from school. However, the childminder has not yet fully developed a system to consistently share information on children's next steps in learning and development. The childminder has created a planning board where she notes children's next steps in learning. Parents view the board daily, which enables the childminder and parents to work together in a consistent manner. The childminder has worked with a health improvement team from the local children's centre to gain advice on the best way she can meet children's health needs.

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	EY424643
Local authority	Salford
Inspection number	852516
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	28/09/2011
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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