

<b>Inspection date</b>	19 January 2015
Previous inspection date	10 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder has a good understanding of how children learn. This is reflected in her ability to plan and deliver stimulating activities that are based around children's interests.
- Children form secure emotional attachments and positive relationships with the childminder because she provides them with a nurturing, warm and welcoming environment.
- Children behave well because the childminder is a calm and friendly role model, who gives her full attention to providing interesting activities for all of the children in her care.
- The childminder has a secure understanding of the safeguarding and welfare requirements, which she meets well. This means children are safe and protected while in her care.
- The childminder supports children who have children with English as an additional language by speaking to them throughout the day in English. Therefore, children make good progress in communication and language.
- The childminder holds a relevant early years qualification at level 3, which gives her a good knowledge of how children develop.

### It is not yet outstanding because:

- There are sometimes missed opportunities to incorporate all areas of learning in outdoor play.
- The childminder has not fully optimised a professional development programme for her assistant in order to develop a targeted approach to personal improvement.

## What the setting needs to do to improve further

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

- enrich the opportunities for children to fully embrace all areas of learning during outdoor play
- extend the system for professional development to include a sharply targeted programme for the assistant in order to enhance good practice and fully support the learning and development of babies and children.

### 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

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder observes children playing and assesses their current stages of development. She uses this information to plan challenging activities that support children to make good progress towards the early learning goals. For example, the childminder uses a globe to teach older children about different countries, which supports their understanding of the world. The wide range of activities offered means children are well prepared for their next stage of learning. The childminder works closely with parents, gathering a range of information from them when children first start to attend, which enables her to provide activities based around children's interests. Therefore, children are motivated learners. Parents are continually informed about their children's learning through daily conversations and reviewing the children's folder of achievements. Therefore, they are able to continue learning at home. There are less opportunities for children to develop skills in all seven areas of learning during outdoor play as this time mainly focuses on physical development.

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

The childminder values the contributions that children make and praises their efforts by displaying pictures they have completed on the wall, which builds children's confidence. The gradual settling-in sessions means that children are supported well during the initial transfer from home. The childminder spends time with parents finding out about children's care routines, therefore, she meets their individual needs well. Children are emotionally well prepared for their next stage in learning because the childminder talks to them about what will happen and provides the parents with information about children's development stages, which they pass onto school. This enables the next setting to continue children's learning from their current stages of development. The childminder praises children throughout the day, which supports their self-esteem. There are a good range of resources available at children's height, which supports their growing independence.

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

The childminder has a good knowledge of the signs and symptoms of abuse and is clear on the procedure to follow should she be concerned about a child in her care. She visually checks the environment and has written risk assessments in place, which minimises potential hazards to children. The childminder monitors the progress of children and identifies areas where children require support. Therefore, all children make good progress in their learning and development. The childminder accesses a range of training and has addressed all the areas of improvement set at the last inspection. This demonstrates a good capacity for continuous improvement. The childminder works with an assistant and monitors her practice. She updates the assistant with any new information and changes. However, the childminder has not fully developed a targeted training programme for the assistant. As a result, the assistant does not always benefit from sharply focused areas for development being identified.

## Setting details

<b>Unique reference number</b>	EY431212
<b>Local authority</b>	Salford
<b>Inspection number</b>	875965
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 May 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Little Hulton. She collects children from the local schools. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and works with an assistant.

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