

Inspection date

27 January 2015

Previous inspection date

15 February 2011

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|-------------------------|-----------------------------|----------|
| | Previous inspection: | Satisfactory | 3 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| The contribution of the early years provision to the well-being of children | | Requires improvement | 3 |
| The effectiveness of the leadership and management of the early years provision | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not always make use of information gathered from children's observations and assessments to plan challenging activities that are matched to children's identified learning needs and interests.
- The childminder does not reflect on her practice regularly enough to consistently identify and address areas for improvement.
- There are fewer natural resources available to further promote very young children's exploratory play and sensory experiences.
- The childminder does not currently have highly effective systems for supporting parents to share children's achievements from home to ensure continuity in their learning experiences.

It has the following strengths

- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well. The childminder regularly refreshes her knowledge and understanding to ensure this is accurate and current.
- The childminder provides a welcoming and homely environment. She establishes warm and secure relationships with the children and they have a strong sense of security.
- The childminder generally interacts well with children, extending their vocabulary, which supports them to make progress in their communication and language development. This contributes towards their next stage in learning and readiness for school.

What the setting needs to do to improve further

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

- improve the planning of challenging, age-appropriate learning experiences by using information about children's individual needs and interests more effectively, so that they make good progress.

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

- promote younger children's sensory experiences further by making more natural resources available so that they can explore and experiment during their play
- improve the systems for self-evaluation so that practice is reflected on more consistently and improvements are made on a continuous basis
- strengthen the partnerships with parents by engaging parents in sharing information about their children's learning at home to help children make the best possible progress in all areas of their learning and development.

Inspection activities

- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of the childminder and looked at a selection of policies and procedures including safeguarding, risk assessments and self-evaluation.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents by reading a number of comments and notes given to the childminder.
- The inspector had a tour of the premises.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

Inspector

Alison Regan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder has a satisfactory knowledge and understanding of how to meet the learning and development requirements. The childminder regularly observes children as they play and has some understanding about how to tailor activities to meet children's different learning needs. However, the childminder does not always fully utilise information gained from the observations to plan stimulating activities according to children's individual needs and abilities. Generally sound teaching techniques are tailored to the children's individual abilities to ensure that all children make steady progress in their learning. Teaching is adequate and activities are age appropriate and generally support children's needs. For example, children experience early mark making as they make patterns with a variety of crayons. The childminder demonstrates adequate levels of enthusiasm, engagement and motivation of the children. For example, she praises children's efforts as they attempt to count numbers. The childminder works with parents and shares information at appropriate times. However, the childminder does not always encourage parents to share information about what children have learnt at home to promote consistent learning.

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

Children feel safe and secure because the childminder meets their individual care needs which promotes their emotional well-being. The childminder speaks to the parents on entry about their individual dietary requirements and ensures that they are catered for. The childminder takes children out to places in the community, this gives children new experiences and opportunities to interact with other children and adults. Children's physical development is promoted as children have access to the outdoors either in the garden or playing at the local park. Children have access to a selection of toys that are appropriate to the ages of the children. However, younger children do not always have access to natural resources to stimulate their sensory experiences. The childminder models positive behaviour and children are aware of their boundaries from a young age.

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

The childminder undertakes self-evaluation and has some understanding of how to improve her provision. However, this is not carried out frequently enough to ensure that the improvements have been sustained. The childminder has all relevant documentation in place and she ensures that registers are accurately recorded. The childminder knows how to keep children safe. Risk assessments are carried out and updated on a regular basis. Through discussion, the childminder shows she has a satisfactory understanding of how she would work with outside agencies to help her support children with special educational needs and/or disabilities. The childminder has attended some training to support her with improving children's learning. Parents comment that they are happy with the care provided by the childminder.

Setting details

| | |
|------------------------------------|------------------|
| Unique reference number | EY343442 |
| Local authority | Salford |
| Inspection number | 878254 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Name of provider | |
| Date of previous inspection | 15 February 2011 |
| Telephone number | |

The childminder was registered in 2006. She lives in the Salford area. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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