

Inspection date	3 February 2015
Previous inspection date	11 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has developed positive and supportive partnerships with parents, which enhances consistency in children's learning and well-being. Parents are complimentary about the childminder and they are happy with the care and teaching that she provides.
- Children's safety is promoted well. The childminder has a secure knowledge of child protection issues and reviews risks in her environment to ensure children's well-being is effectively promoted.
- The childminder demonstrates a good understanding of children's interests and individual needs. She uses this knowledge well, within her teaching, to plan appropriate and stimulating activities to promote their development in all areas of learning.
- Children are very happy and settled, which helps them to form positive relationships and secure attachments with the childminder. Good settling-in procedures supports the childminder to work closely with parents and share significant information about the children.
- The childminder recognises the importance of working closely with other settings that children attend to complement children's learning. The childminder has built partnerships with support networks in her local area, to help her to meet the needs of the children in her care.

It is not yet outstanding because:

- The childminder does not always use different teaching strategies, such as open-ended questions to enhance children's critical thinking skills.
- The childminder does not always make the most of daily routines to support children to develop their independence skills.

What the setting needs to do to improve further

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

- enhance the use of a wider range of teaching strategies , for example, by asking more open-ended questions to support children's critical thinking skills further
- increase opportunities for children to gain independence in their own self-care through daily routines.

Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection and observed play, teaching and learning opportunities.
- The inspector looked at a selection of documentation, including children's information, certificates, policies and procedures and evidence of the suitability checks for all adults living in the household.
- The inspector reviewed written comments from parents and took account of their views of the service provided by the childminder.
- The inspector had a tour of the areas that are used for minding children.

Inspector

Nicola Eyre

Inspection findings

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

The childminder provides a good range of activities to promote children's learning and development across the seven areas of learning. Listening skills are promoted well as the childminder is a good role model and promotes good listening during activities. She supports the development of language by praising, repeating and modelling the words and sentences that children say. Children begin to use numbers and colours spontaneously in their play. The childminder effectively reinforces this awareness by encouraging children to count and join in with number songs. Older children's phonic awareness is promoted as children are encouraged to listen to the sounds at the beginning of a word and collect objects from around the setting that start with a particular letter. Although the childminder plans activities based on children's interests, such as building a 'cave', she does not consistently ask effective questions that require children to consider and discuss options in order to promote their critical thinking skills further.

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

Children have good opportunities to be active and engage in physical play both in the garden and while on outings to the park. The childminder meets their individual dietary needs with healthy meals and snacks. Children learn about the types of food that are good for them through their daily routines, such as feeding the rabbits and being involved in choosing their own lunch. Children benefit from regular trips to toddler groups and outings with other childminders and their children. This supports children in socialising with others, gaining confidence and emotional independence, which equips them well for their future learning. The childminder has realistic expectations of children. She sets rules and boundaries that are age appropriate. As a result, children are responsive and behave well. The childminder promotes independence through encouraging children to make choices over their play and providing a range of resources at their height. However, she does not always promote children's self-help skills through everyday routines, such as encouraging young children to wash their own hands.

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

The childminder communicates with parents on a daily basis, as well as providing other regular opportunities to share children's learning and development. As a result, parents are aware of how their child is progressing. The childminder is committed to promoting good-quality provision and she effectively reflects upon her practice to support her to identify areas for development. She continues to keep her knowledge and skills up to date and utilises this well to promote good outcomes for children. She has acted upon recommendations made at her previous inspection. For example, the childminder has developed an effective system for observation and assessment to support her in identifying and monitoring individual children's learning needs. As a result, she is able to offer appropriate experiences for children to enable them to make good progress.

Setting details

Unique reference number	EY413167
Local authority	Salford
Inspection number	875501
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	11 January 2011
Telephone number	

The childminder was registered in 2010 and lives in Salford. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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