

Inspection date	13 February 2015
Previous inspection date	24 April 2012

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 quality of teaching is good as the childminder has a secure knowledge of how children learn through play. She plans and provides a varied range of activities to support the individual interests and next steps in learning for each child. This ensures that all children make good progress.
- The childminder is committed to safeguarding children and fully understands her role and responsibility, and the procedure to follow should she have any concerns.
- Children's language development is given priority by the childminder. She is skilled in her interactions with them and, as a result, children are developing good communication and language skills.
- The childminder is committed to providing a good quality childminding service and effectively reviews all aspects of her provision to achieve this. Parents play an active role in the childminder's self-evaluation process, providing her with clear written and verbal feedback.

It is not yet outstanding because:

- The tracking of children's progress is occasionally not used efficiently to highlight emerging gaps in their learning and development. Therefore, suitable interventions are not always specifically matched to children's needs to support their progress.
- There are fewer examples of words, pictures, labels and symbols in the outdoor environment, so that children have further opportunities to learn that print carries meaning.

What the setting needs to do to improve further

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

- extend the tracking of children's progress to enhance the use of assessment to more quickly identify any emerging gaps in achievements
- enhance the opportunities for children to learn that print has meaning, for example, by providing examples of words, pictures and symbols in the outdoor environment and displaying pictures and words on storage boxes.

Inspection activities

- The inspector observed activities in the childminder's playroom and kitchen.
- The inspector spoke to the childminder, assistants and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of the adult household members and assistants.
- The inspector reviewed relevant documentation, including the childminder's self-evaluation document, children's learning journals and a sample of policies and procedures.
- The inspector took into account the views of parents through written documentation.

Inspector

Jeanette Brookfield

Inspection findings

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

The quality of teaching is good. Children enjoy participating in a wide range of learning experiences, which motivate and interest them. The childminder skilfully gives children opportunities to have a go at doing things themselves. As a result, children learn to mix flour and water in a bowl and carefully add yeast as they make their own buns. The childminder completes regular observations, identifies the next steps in children's learning and plans flexibly to include these. However, the tracking of children's progress is occasionally not used effectively to determine potential gaps in their learning. The childminder helps children choose toys and activities from her wide range of resources. However, the childminder does not currently enhance children's literacy skills through the use of print in the outdoor environment. Babies' attempts at communication are acknowledged. The childminder supports all children's language development well. She makes eye contact, repeats words slowly and asks questions that encourage children to extend their vocabulary. The childminder supports children to learn about mathematics through singing songs and encouraging children to count objects while they are playing.

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

Children are happy and settled in a warm and nurturing environment. The childminder and her assistants form close and caring relationships with the children. As a result, children's well-being is well supported. The childminder and assistants appropriately manage children's behaviour. They promote sharing and calmly distract young children who want a toy their friends are playing with. The childminder positively promotes children's good physical development and health. She provides healthy snacks as well as opportunities for energetic play indoors and outside. The childminder supports children's personal, social and emotional development well and prepares them well for the next stage in their learning.

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

The childminder has a good understanding of the safeguarding and welfare requirements and her responsibilities towards the children in her care. Both the childminder and her assistant hold appropriate first-aid training to enable them to administer suitable treatment. This all promotes children's health and safety well. The childminder is dedicated to promoting good quality provision for children. She conducts regular supervision meetings with her assistants and they frequently discuss their practice. This allows them to review their training needs and adapt the educational programmes to meet children's learning and developmental stages. Parents state how happy they are with the childminder's care through written feedback. She develops strong partnerships with parents through regular discussion, encouraging them to support and extend their children's learning at home. Consequently, children make good progress and are ready for the next stage in their learning, which is usually school.

Setting details

Unique reference number	EY427423
Local authority	Salford
Inspection number	875877
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	11
Name of provider	
Date of previous inspection	24 April 2012
Telephone number	

The childminder registered in 2011 and lives in the Broughton Area of Salford. She works with two assistants. The childminder holds a relevant childcare qualification at level 3. She operates all year round from 8.30am to 2.30pm, Monday to Friday.

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