

Inspection date	2 March 2015
Previous inspection date	25 June 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Risk assessments are not sufficiently robust to ensure that all possible measures have been taken to minimise hazards to children.
- The childminder has not accessed any recent training to support her in identifying areas for improvement. As a result, there are weaknesses that have not been addressed.
- Systems to share information with other early years settings children attend are not fully effective to enhance continuity in children's care and learning.
- The quality of teaching is inconsistent. The childminder does not plan, observe and assess children sufficiently to ensure that planning consistently meets their needs, covers all areas of learning, and helps them to make good progress in their learning and development.

It has the following strengths

- The childminder forges adequate relationships with parents to ensure there is continuity of care and some learning opportunities.
- Children are happy and content. The childminder treats them with warmth and kindness, promoting their self-esteem and a good sense of belonging.
- Toys and resources are well presented at children's level, so that they become confident in making their own decisions and choices as they play.
- The childminder is secure in her knowledge of child protection issues. She has a clear understanding of how to refer and deal with any concerns about the children in her care. Therefore, she is able to act swiftly if any concerns arise about children in her care.

What the setting needs to do to improve further

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

- ensure risk assessments identify all possible hazards to children and implement stringent measures to fully protect children from harm
- ensure assessments of children's learning are sharply focused to cover all areas of learning, and use this information to plan and monitor the educational programme and teaching, so that all children make good progress in their learning.

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

- strengthen the partnership with other providers where children attend so that information about what children are learning is shared and used to further support their learning
- extend systems of self-evaluation so they are secure enough to drive improvements forward, for example, by accessing regular training and using the knowledge gained to identify and target areas to improve.

To meet the requirements of the Childcare Register the provider must:

- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare 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 and other adults in the household.
- 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 requires improvement

The childminder has an adequate knowledge of how children learn. She generally plays with the children and supports learning. However, the planning of children's next steps in learning is not precise or focused. As a result, children do not make good progress in their learning and development. The childminder holds general conversations with providers at other settings children attend. However, she has not fully explored the different ways in which they can work together to support a joined up approach to teaching and learning. The childminder takes children to play sessions where they can develop their social skills as they interact in larger groups. The childminder talks to children as they play, which supports their communication and language skills. She supports children's mathematical awareness by encouraging them to count objects, which interest them in the environment. Therefore, they are developing some of the skills required for the next stage in their learning.

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

The childminder promotes children's independence. For example, she encourages them to get out their own bowls at snack time and peel oranges themselves. As a result, children are competent at managing their own personal needs. The childminder has a dedicated playroom with a good range of resources, which enables children to select what they want to play with and builds their confidence in the decisions they make. The childminder has not taken all reasonable precautions to minimise risks to children. For example, there are knives in a kitchen drawer that is not made inaccessible to children. However, the risk to children is not significant because the childminder ensures children are always well supervised. The childminder generally talks with parents each day and they share the experiences in the childminder's care and at home, so a consistent approach can be created to meeting children's needs. There are good relationships between the children and childminder. For example, when children wake up from sleeping, the childminder comforts them until they are ready to play.

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

The childminder understands the signs that might suggest a child is being abused and she is clear about how to respond. This helps to keep children safe. The childminder demonstrates a good knowledge of the procedures to follow should an allegation be made against her or a member of her family. She holds a relevant early years qualification at level 3, which gives her some knowledge of how children learn. However, she does not undertake other regular training. As a result, she has not identified and addressed all the areas of weakness in her practice. The childminder monitors the progress children make but the system is not robust enough to clearly identify the areas where children need to improve next. As a result, children's learning is not well planned for.

Setting details

Unique reference number	EY421044
Local authority	Salford
Inspection number	852172
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	25 June 2012
Telephone number	

The childminder was registered in 2011 and lives in Irlam. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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.

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