

Inspection date	26 February 2015
Previous inspection date	2 April 2009

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

- Children are enthusiastic learners who enjoy a good range of well-planned activities. They are well supported by the childminder, who tailors activities in order to support them in making good progress in their learning.
- The childminder has effective partnerships with parents and is committed to working with other professionals to ensure children get the support they need.
- Children thrive in a nurturing child centred family home and enjoy loving and affectionate relationships with the childminder.
- Children's behaviour is good. They are enthusiastic about playing and interacting with others and have a good understanding of daily routines and expected behaviour.
- Children follow good hygiene routines. They enjoy healthy snacks and meals, and outdoor activities which promote their good health.
- The childminder demonstrates a strong commitment to promoting high-quality provision. She continually reviews and improves the quality of her provision which has had a good impact on the learning experiences she offers children.

It is not yet outstanding because:

- The childminder does not always make the most of opportunities to encourage parents to contribute to the initial assessment of children's starting points on entry.
- The childminder does not always give children enough time to fully develop their own ideas, or to think and formulate their verbal response, before making suggestions or asking further questions.

What the setting needs to do to improve further

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

- enhance the quality of teaching by giving children more time to think, in order to make best use of opportunities to fully develop and test out their own ideas, and for children to process their thoughts and formulate their verbal response
- encourage parents to contribute fully to the initial assessment of children's starting points, in order to further enrich the planning process and support children in making the best possible progress.

Inspection activities

- The inspector observed activities in the childminder's home and spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed interactions between the childminder and the children present.
- The inspector observed the childminder doing a planned activity with the children and subsequently asked the childminder to evaluate the activity.
- The inspector took account of the views of parents through the childminder's own parents survey.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.
- The inspector checked evidence of suitability of adults living on the premises and the childminder's qualifications.

Inspector

Vickie Halliwell

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 very good range of activities to promote children's learning and development across the seven areas of learning. She has a sound knowledge and understanding of child development and closely monitors how well the children are doing in their learning. Children enjoy a stimulating and accessible learning environment. The childminder provides well-planned activities, which excite young children. She embraces children's interests and uses them effectively to extend children's learning. For example, the childminder plans a wide range of activities and experiences which stem from children's interest in spiders. As a result, children enthusiastically listen to stories, sing songs and move like spiders, before making spider pictures using a range of different collage materials. Mathematical concepts and language are continuously woven into activities, for example, as children count the number of bugs and spiders legs. Children's communication and language is given a high priority. The childminder effectively models new words and routinely supports children in making good progress given their starting points. However, children are not always encouraged to fully develop their own thoughts or ideas before they move onto another activity and the childminder does not always support them in making the best possible progress. This is because she does not always give children enough time to think and formulate their verbal response before asking further questions.

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

The childminder's home is safe and welcoming. Children benefit from secure emotional attachments with the childminder and are very settled in her care. Children are confident and self-assured, they express themselves freely and make meaningful choices about how they spend their time. Children have daily opportunities to be physically active and learn that exercise and the food they eat are important to their health. Children's physical development is very well promoted. Children have daily opportunities to explore a secure child-centred outdoor play area and enjoy regular outings to country parks. Children learn the importance of socially acceptable behaviour. They develop positive attitudes to others and to learning, which helps them get ready for the move on to nursery or school.

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

The childminder has a secure knowledge of the learning and development requirements and how to safeguard children. She reviews risks in the environment continuously and provides clear explanations that help children learn how to keep themselves safe. The childminder uses knowledge from training, such as first aid, to keep children safe and healthy. She evaluates what is working and what needs to improve effectively, including seeking the view of parents. Parents are well informed about the progress children make and are encouraged to contribute to ongoing assessments and support children's learning at home. However, information gathered at admission tends to focus on care needs, so parents do not always contribute fully to initial assessments of children's development.

Setting details

Unique reference number	307392
Local authority	Salford
Inspection number	818804
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	2 April 2009
Telephone number	

The childminder was registered in 1998 and lives in Worsley a suburb of Salford in Greater Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She sometimes works with a co-childminder.

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