

Inspection date

5 March 2015

Previous inspection date

23 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 works effectively with parents, involving them in their children's learning and regularly informing them of their developmental progress.
- Children settle easily into the childminder's care. This is because she gathers a range of information from parents about children's care needs and spends time getting to know them well.
- The childminder regularly praises children for their efforts and takes them to play sessions where they engage with children in larger groups. As a result, children are confident and have good self-esteem.
- The childminder works effectively in partnership with other settings and professionals to ensure children receive the individualised support they need.
- The childminder seeks parents' views and asks older children questions about the service she provides. This enables her to set clear priorities for improvement and enhance her provision in order to improve outcomes for children and their families.
- The childminder observes and assesses children's development while they play. She plans activities based on what children can already do. As a result, children are motivated and interested in their play.

It is not yet outstanding because:

- The childminder, on occasion, does not give children time to think and respond before answering questions for them.
- The childminder has not fully explored all possible ways to enhance children's understanding of the risks they take. For example, by asking them questions about the consequences of their actions.

What the setting needs to do to improve further

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

- give children sufficient time to respond to the questions asked to effectively support their language development and thinking process
- explore a range of different ways in which you can support children's understanding of the risks they are taking. For example, by asking them questions about what might happen and why.

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 carried out a joint observation with the childminder.
- 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 is good

The childminder provides children with a good range of experiences, which enables them to make good progress in all areas of learning and development. Therefore, they are acquiring the key skills required for their next stage in learning. For example, the childminder provides children with props to extend their understanding of stories. Children take great pleasure in investigating the range of resources offered, which enhances their investigation and exploration skills. The childminder undertakes the progress check for children between the ages of two and three years and provides parents with a detailed summary of their children's learning. Therefore, parents are well informed about children's learning and the childminder can easily identify the areas where children are making least progress and might require extra support. The childminder supports children's communication and language skills through using repetitive language and engaging in discussions. She supports children's thinking skills by asking them questions about how and why things happen. However, occasionally she does not give children enough time to think and respond before answering for them.

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

The childminder has arranged the environment indoors and outdoors to promote children's independence. Therefore, children confidently choose what they want to play with. The childminder has established good relationships with the children and they are happy in her care. For example, younger children snuggle into her shoulder for cuddles. The childminder supports children's understanding of safety by giving them clear explanations. However, she has not fully maximised children's understanding of the consequences of risks. For example, by asking older children what might happen and why. The childminder has excellent relationships with the parents. They regularly view children's files of achievements and share their knowledge of what children do at home. This creates a consistent approach and ensures children's needs are met.

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

The childminder has a very good knowledge of the requirements of the Early Years Foundation Stage. She attends regular training, which enables her to continuously reflect upon and improve her practice. For example, she has attended training on phonics, which enables her to support older children to recognise letter sounds. The childminder has a good knowledge of the signs and symptoms of abuse and is clear on how to respond should a concern about a child arise. The childminder has written risk assessments in place for her home and each outing, which helps to minimise risks to children. The childminder monitors children's progress carefully and plans individual next steps in learning, which ensures all children are making good progress towards the early learning goals. The childminder holds a relevant qualification at level 3, which gives her a good understanding of how children learn and enables her to teach children effectively.

Setting details

Unique reference number	EY393697
Local authority	Salford
Inspection number	859548
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	23 November 2009
Telephone number	

The childminder was registered in 2009 and lives in Swinton. She operates all year round, from 7.30am to 4.30pm, Monday to Friday, term-time only except for bank holidays and family holidays.

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