

Inspection date	10 March 2015
Previous inspection date	9 February 2011

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

- Children have formed secure attachments and developed positive relationships with the childminder, which promotes their emotional well-being. They establish good friendships with other children who attend and are fully motivated and engaged in their activities.
- The childminder undertakes observations and assessments of the children to help her to identify their next steps in learning. She uses this information to inform planning of activities to ensure that children make good progress towards the early learning goals.
- Children's self-esteem is high as the childminder continually praises their efforts and achievements.
- The childminder has a secure knowledge of her responsibilities in keeping children safe. She has recently completed child protection training, and she reviews risks in the environment regularly to ensure children's well-being is effectively promoted.
- The childminder is committed to promoting good-quality provision and she effectively reflects upon her practice to support her to identify areas for development.
- Strong partnerships with parents enable the childminder to extend children's learning effectively when they are in her care. She keeps parents informed of progress made through regular progress summaries. The childminder also supports parents with ideas about how they can enrich their child's learning experience at home.

It is not yet outstanding because:

- The childminder does not always use different teaching strategies, such as consistently asking challenging questions, to enhance children's critical thinking skills.
- Opportunities for children to write and make marks are not always optimised in all areas of play. As a result, there are missed learning opportunities to promote children's early writing skills.

What the setting needs to do to improve further

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

- enhance children's ability to manage problems or plan what they are going to do, through discussion and experimentation, for example, by using questions that challenge children to think and supporting them to develop ideas or solutions for themselves
- enhance children's opportunities to practise freely and give purpose to their early writing by providing more opportunities for them to write in all areas of play.

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 varied range of activities and experiences to support children's good progress across the seven areas of learning. She makes observations of children to capture their achievements and identify their next steps in learning. Children thoroughly enjoy their imaginative play, creating tea parties and shopping experiences. The childminder interacts well, helping children to develop their ideas. However, opportunities for children to write and make marks in all areas of play, for example, writing shopping lists are not always available. As a result, there are missed learning opportunities to promote children's early writing skills. The childminder sensitively offers support to children and makes good use of opportunities to repeat language and introduce new words and sounds. As a result, children are making good progress in their communication and language skills. Children's interest in numbers and shapes are well supported by the childminder. She extends children's knowledge, so they start to understand about size and measuring. While the quality of teaching is good overall, children's ability to problem solve is not always maximised. This is because the childminder does not always encourage children to think through problems for themselves and come up with their own answers.

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

The childminder supports children to learn how to keep themselves safe; for example, they understand how traffic lights control traffic and make it safe to cross the road. This is promoted through activities and everyday routines. Children also develop an understanding of healthy lifestyles, such as the importance of a healthy diet and exercise. The childminder takes children to different play groups and visits local places, where they have opportunities to mix with other children. This supports children in socialising with others, gaining confidence and emotional independence, which equips them well for their future learning. The childminder promotes their independence through everyday routines, such as putting on their own shoes and coats. She also supports children to make choices over their play by presenting a selection of resources at their height.

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

The childminder strives to keep her knowledge and skills up to date. Since her last inspection the childminder has achieved a foundation degree in Early Years which has further increased her knowledge. She utilises this knowledge effectively into her practice to promote outcomes for children. The childminder regularly seeks the views of children and parents, to contribute to her self-evaluation systems and she has acted upon recommendations made at her previous inspection. For example, she has developed an effective system for observation and assessment to support her in identifying and monitoring individual children's needs. As a result, she is able to offer appropriate experiences for children to enable them to make good progress. The childminder completes the progress check for children between the ages of two and three years, which ensures any additional help can be sought quickly if required.

Setting details

Unique reference number	504141
Local authority	Salford
Inspection number	855522
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	9 February 2011
Telephone number	

The childminder was registered in 2001 and lives in Swinton, Manchester. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification.

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Piccadilly Gate
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