

<b>Inspection date</b>	12 March 2015
Previous inspection date	12 December 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder has a secure knowledge of the requirements of the Early Years Foundation Stage and consequently, provides good quality care and learning for all children.
- Children make good progress in readiness for their next steps in learning, including attending nursery. The childminder has effective systems in place to identify any gaps in children's learning and close these through targeted activities.
- The childminder provides a stimulating learning environment for children and demonstrates a skilled approach to sustaining children's interest and concentration when supporting their learning.
- The childminder has a comprehensive knowledge and understanding of how to identify and manage any safeguarding concerns she may have about children. She takes effective practical measures to minimise risks to children's safety.
- The childminder makes effective use of partnerships with parents from the outset to help them support their children's progress and they contribute to the planning for their children's learning.
- Children learn how to maintain good personal hygiene, as well as about the importance of healthy eating and enjoying exercise. They are quickly developing the self-help skills needed for attending school or nursery.

### It is not yet outstanding because:

- The childminder occasionally does not make the best use of opportunities to help children think about how to resolve problems.

## What the setting needs to do to improve further

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

- build on the existing good practice for supporting children's thinking skills by making use of all opportunities to help them solve problems.

## Inspection activities

- The inspector observed activities on the childminding premises.
- The inspector checked evidence of the suitability of the childminder and other adults living on the premises, as well as evidence of her qualifications.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records, planning documentation and a range of other documents including policies and procedures.

## Inspector

Jennifer Kennaugh

## 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 comprehensive range of activities and resources in order to further individual children's progress across all areas of learning. She follows children's progress in detail and uses her assessments effectively, in order to plan in detail for each child's next steps in learning. The childminder demonstrates consistently good teaching skills, including when supporting children who are learning English as an additional language. For example, she makes sure that children learn new words in both English and their first language in order to reinforce their communication and literacy in each of these. She uses puppets, such as caterpillars and butterflies to maintain children's concentration during stories, building on their already clear enjoyment of books. Children enjoy their individual turns to place large beans on the spots of paper butterflies and to demonstrate their knowledge of numbers and counting. However, the childminder does not always encourage children to think about how they can do things differently to solve problems, for example, when they count incorrectly. Consequently, occasional opportunities are missed for children to enhance their problem solving skills.

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

The childminder is calm and reassuring with children, which supports their emotional well-being. She praises their successes in order to enhance their self-esteem and motivation to learn. Children use good manners because the childminder acts as a continual role model for this and always draws attention to when children use manners, in order to promote the use of good social skills. As a result of the childminder's effective practice, children are quickly developing the skills they need to be confident when they attend larger settings. Due to the childminder's high expectations of children for good behaviour and self-help skills, she was able to care for more children than usually allowed under the normal ratios on the day of inspection. This was in order to accommodate continuity of care for children under exceptional circumstances as described in the safeguarding and welfare requirements of the Early Years Foundation Stage.

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

The childminder works in partnership effectively with other settings that children attend in order to promote continuity of their care and progress. The childminder's evaluative skills enable her to identify and undertake training in order to enhance the already good standard of care and learning she provides for children. For example, the childminder attends many short courses, including those for promoting children's learning and development. She has obtained a level 3 qualification in childcare. She has also had training on specific approaches to supporting children's development in communication and language, which is evident in the childminder's effective skills for teaching children new words. The childminder seeks the views of parents and children in order to support her drive for continuous improvement and demonstrates a firm commitment to enhancing the existing good standard of practice.

## Setting details

<b>Unique reference number</b>	307350
<b>Local authority</b>	Salford
<b>Inspection number</b>	867737
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12 December 2008
<b>Telephone number</b>	

The childminder registered in 1996 and lives in the Boothstown area of Salford, Greater Manchester. The childminding setting operates from 7.30am to 5.30pm on weekdays all years round apart from family holidays and bank holidays. The childminder is qualified to level 3 in childcare and provides funded early education for two-, three- and four-year-olds. The childminding setting supports children who speak English as an additional language.

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