

Inspection date

13 March 2015

Previous inspection date

9 November 2011

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

- The provision is safely managed and children are effectively safeguarded. The childminder has been able to make improvements following her last inspection and sustain them through regular training, monitoring and close working with other childminders.
- The childminder uses the space inside and outside her home very effectively to provide a welcoming, highly stimulating environment. As a result, children develop a secure sense of belonging and the confidence to explore and learn through the rich and accessible resources.
- Children make good progress because the childminder knows each of them very well. The childminder monitors children's learning carefully and uses what she knows they need specific support with, to shape the way she interacts with them in play.
- The quality of teaching is good. The well-qualified childminder uses her training well, particularly training which is targeted to support children's communication skills. As a result, children make good progress in their speaking and listening skills.
- Children's behaviour is good. Through clear, consistent and meaningful messages children show a good understanding of daily routines and expected behaviour. By the time children are ready to leave, they are well prepared and have the key skills needed for learning in nursery or Reception class.

It is not yet outstanding because:

- The childminder is not always highly successful in engaging every parent to work together to support children's learning at home.
- Although the childminder tracks children's ongoing development carefully and demonstrates the good progress they make, she does not do this in precise detail right at the start of the placement. This means she finds it difficult to see what difference she makes to children's learning during the very early months of attendance.

What the setting needs to do to improve further

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

- build further on children's achievements and the successful communication with parents to find ways of engaging all parents in promoting children's next steps at home
- monitor children's progress more precisely right from the start of the placement, so that it can be used with even greater accuracy to evaluate areas in which children make rapid gains in their learning.

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 supporting children's play and subsequently discussed with the childminder, her evaluation of the quality of teaching and learning that took place.
- The inspector looked at children's records, including assessment checks, and a range of other documentation, including policies and procedures.
- The inspector considered the childminder's self-evaluation and took account of the views of parents provided in writing.
- The inspector checked evidence of the suitability of the childminder and records of the childminder's training.

Inspector

Angela Rowley

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Teaching is good and as a result, children achieve well. Each child is valued as unique and special. The childminder checks their individual learning in a number of ways, such as through ongoing assessments and observation. This helps her identify ways to support each child. Effective communication with families using electronic applications and providing access to children's learning records, keeps everyone up to date with activities and children's achievements. However, the childminder has not yet found a highly successful way of encouraging all parents to support children's learning even further at home. The childminder has positive relationships with children and uses them to support learning through play together. She effectively extends children's learning by using their interest in the rich range of toys and materials on offer. For instance, children learn to count and categorise as the childminder uses their interest in play with stacking rings or bricks to count or select colours. Children listen and speak as the childminder asks the kind of questions which incite a response. She uses her training to good effect and gives them time to think and respond. She uses imaginative play to good effect to encourage children who lack confidence, to use language in their self-led play and she models ways to do this. She effectively extends their play and ideas by introducing more resources.

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

Children enter the designated playroom to find an abundance of accessible toys. The childminder is attentive and children form secure attachments with her as she devotes her time to supporting their play. Consequently, they develop the confidence to make choices and operate independently. Children have daily opportunities to be physically active, in community activity groups where they develop good social skills, or in the garden. This is extensively equipped with items that challenge children's physical skills or which they can use to explore and investigate, for instance, a mud-kitchen. Children understand how to behave positively because the childminder skilfully praises the specific kinds of behaviour she wants. There are also established routines, such as for taking off outdoor clothing and for tidying, which effectively promote responsibility and self-care skills. The childminder's consistent approaches help children develop positive attitudes.

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

The childminder meets the requirements for the Early years Foundation Stage. She effectively uses her working knowledge of safeguarding procedures to keep children safe and to support families in promoting children's well-being. She is committed to continually build on her knowledge and has used training to good effect to continually improve the quality of teaching. Parents are highly satisfied. The childminder carefully tracks children's achievements during their time in the setting and keeps parents well informed of this. However, she does not always do this right from the start. This means she does not always make best possible use of the information she gains about what children can already do, to evaluate the precise areas where children make some rapid progress.

Setting details

Unique reference number	307397
Local authority	Salford
Inspection number	818805
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	9 November 2011
Telephone number	

The childminder was registered in 2001 and lives in Little Hulton, Salford. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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