

Inspection date	23 March 2015
Previous inspection date	30 March 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's teaching is good. She effectively uses challenging questions to promote children's critical-thinking skills. This means children are confident, articulate and they make good progress.
- The childminder follows rigorous safeguarding procedures to protect children. She is fully aware of the signs and symptoms of abuse and has a clear understanding of the referral process.
- Children are settled in this welcoming family environment. The childminder is a good role model through being kind, happy and caring towards children. As a result, children behave very well.
- The childminder plans daily opportunities for physical exercise. They walk to and from school, visit parks and enjoy trips to farms and play areas. As a result, children develop positive attitudes to being outdoors and learn about the wider world around them.

It is not yet outstanding because:

- The childminder does not always provide a range of resources during creative activities that capture opportunities to further promote children's smaller physical skills more extensively.
- The childminder does not always take into account children's age and stage of development when providing equipment at mealtimes to effectively support children to develop their health and self-care skills.

What the setting needs to do to improve further

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

- improve the range of tools and resources available during creative activities so that they offer children continued opportunities to develop their smaller physical skills
- ensure suitable equipment is readily available during mealtimes in order for children to develop their health and self-care relative to their age and stage of development.

Inspection activities

- The inspector observed activities in the childminder's house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of parents, as recorded in reference letters and children's daily communication diaries.
- The inspector viewed children's assessment records, planning documentation, evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.
- The inspector reviewed the provider's improvement plans.

Inspector

Helen Gaze

Inspection findings

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

Children have the use of a designated playroom that is welcoming and inviting. Consequently, children demonstrate they feel comfortable and enjoy being with the childminder. The childminder has secure partnerships with parents and has developed ways to actively engage them in children's learning from the very start. For example, parents are invited to contribute to children's initial assessments, and the newly introduced sharing diaries provide clear and regular updates of the progress children make. Their good progress is attributed to the range of well-planned activities and the childminder's positive interactions with the children. For example, children enjoy exploring with paint. They enjoy using their fingers to make marks. However, the childminder does not extend this activity by providing a range of tools, such as paintbrushes, pens, pencils and crayons to promote children's choice and encourage them to use their smaller hand movements in readiness for writing at school. The childminder effectively introduces mathematical concepts through matching and sorting. Children ascribe meaning to their drawings through discussions with the childminder and this extends their vocabulary.

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

The childminder gives children her undivided attention and genuinely enjoys joining in their play. As a result, children feel valued and this supports their emotional well-being and are emotionally well prepared for the next stage in their learning and ultimately for school. The childminder fosters and promotes children's independence by giving them the responsibility for small tasks and by making certain her home is accessible to children. For example, children select their own resources and help the childminder to prepare for mealtimes by wiping the table and preparing the equipment. However, the equipment used at mealtimes is not always suitable for the age and stage of the children. For example, older children preparing to move to school or nursery are not supported to develop skills to independently drink from an open cup although they express that they can do this. Consequently, children are not always effectively supported in developing their self-care skills relative to their age.

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

The childminder has a clear understanding of the requirements of the Early Years Foundation Stage. She has maintained her first-aid certificate to ensure she is equipped to deal with accidents effectively. This helps to keep children safe. She routinely monitors the educational programmes to continually identify improvements to drive them forward. She welcomes the support from other local childminders and the local authority and she regularly seeks the views of parents. She is committed to updating her knowledge to enhance her practice and improve outcomes for children. For example, she actively participates in local cluster groups to research new initiatives and to share best practice. As a result of these network meetings, the childminder has a good knowledge of tracking children's achievements to make certain they are making good progress.

Setting details

Unique reference number	307211
Local authority	Salford
Inspection number	871820
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	30 March 2009
Telephone number	

The childminder registered in 1994 and lives in Swinton, Salford. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is also registered to provide overnight care.

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