

Inspection date	1 April 2015
Previous inspection date	29 October 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 well-qualified childminder has a comprehensive understanding of how to support children's learning and development. She uses her observations effectively to plan for children's individual next steps in learning. As a result, children are making good progress from their starting points.
- Children build strong emotional attachments to the childminder and her assistant because of well-organised settling-in arrangements. Initial home visits and close consultations with parents ensure the children's individual needs and starting points are established.
- Strong partnerships are established with parents and the school that the children attend. Consequently, there is a shared and consistent approach to supporting children's care, progress and achievements through effective channels of communication.
- The childminder is very professional and maintains all aspects of her provision to a high standard. She attends a wide range of training, so that she can further improve her good knowledge. This has resulted in improved learning experiences for children.
- Safeguarding procedures are robust and implemented efficiently. Potential risks to children are minimised through effective risk assessment. The childminder and assistant know their responsibilities if they have a concern about a child in their care. Consequently, they are protected from harm.

It is not yet outstanding because:

- Children are not always given enough time to solve their own problems.
- Occasionally, the childminder does not consistently monitor the assistant's teaching practice.

What the setting needs to do to improve further

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

- support children's problem solving and thinking skills even further, for example, by giving children more time to lead their own learning
- extend the monitoring of her assistant's teaching practice to ensure that he is able to adapt activities when children lose interest.

Inspection activities

- The inspector had a tour of the premises used for childminding.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and discussed the learning that had taken place.
- The inspector undertook a joint observation with the childminder.
- The inspector looked at children's records and a range of documentation, including policies and procedures.
- The inspector read and discussed self-evaluation with the childminder.
- The inspector gained the views of parents through discussions, written comments and feedback.

Inspector

Lynn Byrne

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 broad range of interesting activities to promote children's learning and development across the seven areas of learning. Children are motivated to take part because the activities are challenging and planned around their interests. For example, children are eager and excited to make up songs and rhymes and play imaginatively in the home area. The childminder uses a wide range of teaching strategies, including open-ended questions, to extend children's learning. This helps children to gain the key skills needed for their next stage in learning. The childminder has undertaken Every Child a Talker training and implements the guidance in her teaching practice to support children's communication and language development. However, opportunities for children to enhance their problem solving skills are reduced as they are not always given sufficient time to explore the creative resources, such as when they make Easter cards.

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

Children are happy and have a good rapport with the childminder and her assistant. The stimulating, well-resourced, friendly environment promotes children's independence and confidence as they access the resources themselves. Children have excellent opportunities to learn about healthy lifestyles. For example, they plant vegetables and fruit and take part in healthy food activities. Children benefit from a nutritionally balanced diet. The meals and snacks are freshly prepared by the assistant. The childminder promotes children's independence and personal care skills well. Children wash their hands independently before they eat and after creative activities. The childminder encourages children's sense of responsibility and cooperation, for example, as they help to tidy away toys. Consequently, children are emotionally well supported for the next stage in their learning and the move on to school.

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

The childminder has a comprehensive knowledge and understanding of how to implement the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Since the last inspection the childminder has successfully developed the assessment and planning systems to ensure children are provided with challenging experiences in all areas of learning. She monitors children's progress over time and quickly identifies and targets any gaps in children's learning. Consequently, children are well supported to make good progress towards the early learning goals. The childminder is committed to improving outcomes for children. She attends meetings with the local authority and other childminders, to effectively evaluate all aspects of her provision to identify areas for improvement. The childminder has supported her assistant to gain a qualification at level 2 and attend training in first aid and child protection. She is very aware of the need to ensure her assistant is fully up to date with legislation changes, policies and procedures, and she monitors his performance. However, on occasion, the assistant continues with an activity when some children have lost interest.

Setting details

Unique reference number	EY393147
Local authority	Salford
Inspection number	859502
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	29 October 2009
Telephone number	

The childminder was registered in 2009 and lives in Worsley, Manchester. She works with an assistant. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The provision provides funded early education for two-, three- and four-year-old children.

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