

Inspection date

26 January 2015

Previous inspection date

1 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not ask parents about any other person who has parental responsibility.
- The childminder does not consistently use her observations and assessments to ensure that planned activities have appropriate levels of challenge.
- Children's critical thinking is not consistently supported because the childminder does not always give them time to think about her questions, and sometimes the questions intrude on the children's enjoyment of the activity.
- The childminder's evaluation of her childminding provision is not strong enough to aid her in identifying improvements, such as good-practice training, to increase the quality of the provision.

It has the following strengths

- The childminder has developed warm bonds with the children because settling-in procedures are flexible to meet children's differing needs. Consequently, they feel secure and play confidently in her care.
- The childminder organises her resources well so that children make their own choices and develop their independence. This helps to prepare them for the next stage of their learning, including school.
- Children benefit from an interesting selection of creative activities, such as arts and crafts, which enables them to use their imagination and develops their interest in design.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain and record information about any person who has parental responsibility for the children
- use observations and assessments more effectively to identify children's precise learning needs and support the planning of challenging, enjoyable activities that help children to make the best progress possible.

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

- improve teaching strategies so that children have enough time to think about and respond to questions that relate closely to their enjoyment of the activity
- develop self-evaluation to identify and address any areas for improvement.

Inspection activities

- The inspector observed the children's activities in the conservatory and living room.
- The inspector spoke with the childminder about suitability checks for her family, her routines, the planning of activities and her self-evaluation.
- A selection of documents were looked at, including some policies and procedures, accident records, registers and the children's development records.
- The inspector took account of the views of parents through written testimonials.

Inspector

Veronica Sharpe

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder observes children to find out their interests but does not use that information consistently to extend their learning. For example, she encourages children to count and name colours, but does not take advantage of their fascination with vehicles to stimulate their curiosity. The childminder supports children during planned activities but questions are not always well-timed and therefore, distract children from their play. Nonetheless, children enjoy their time in the childminder's care because relationships are good. Varied, accessible resources enable children to make choices and be independent. Children develop their communication and language skills appropriately because the childminder engages them in conversations. They choose books together and have daily story times. Available writing materials encourage children to develop their interest in making marks. The childminder talks to parents daily and sends them photographs to involve them suitably in their children's experiences.

The contribution of the early years provision to the well-being of children requires improvement

Children respond to the childminder with affection and play happily. However, children's needs are not fully met because the childminder does not collect all essential personal information. The childminder develops children's social skills adequately by enabling them to play with other children. This supports them as they prepare for school. Children learn how to behave and develop good manners, for example, they say 'please' and 'thank you'. The childminder provides healthy fruit and vegetables for snacks. She and the children go for walks and play active games in the garden to promote healthy physical development. Children learn about other cultures and countries by exploring festivals, such as Chinese New Year. The childminder asks children about the hazards they might encounter on outings so that they learn to keep themselves safe.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has a reasonable understanding of the Early Years Foundation Stage. However, her knowledge is not up to date and consequently, she has not asked parents about others who have parental responsibility for children. This means she does not know about any arrangements that might affect children's welfare. The childminder carries out a progress check when children are between two- and three-years-old to identify any gaps in their development. Children have scrapbooks of their activities, which the childminder uses to ensure all the areas of learning are covered. She keeps parents informed about her provision through conversations, texts and emails. The childminder takes younger children with her to school when collecting school-age children and talks to them about their move into Reception. This helps to prepare them adequately for this next stage of their learning. The childminder attends training, such as first aid and child protection, which helps her to keep children safe. She has suitable safeguarding procedures to follow to ensure children at risk of child abuse or neglect are protected.

Setting details

Unique reference number	258090
Local authority	Cambridgeshire
Inspection number	818553
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	1 March 2011
Telephone number	

The childminder was registered in 2001 and lives with her family in Little Paxton, Cambridgeshire. The childminder offers her childminding service each weekday, all year round.

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