

Inspection date

9 February 2015

Previous inspection date

8 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 routinely makes observations of children's learning experiences. However, these are not precise enough to help her accurately assess and plan for the next steps in children's learning. As a result, activities do not consistently stimulate children's curiosity, which affects their motivation to learn.
- The childminder is developing her evaluation of the quality of the provision. However, it is not focused enough to identify professional development to increase her understanding of good early years teaching practice.
- The childminder does not ensure that all children have opportunities to socialise with other children outside the immediate childminding setting.

It has the following strengths

- The childminder has affectionate relationships with the children. She gives younger children warm, reassuring cuddles and shows them she enjoys their company. As a result, children feel safe in her care.
- The childminder promotes children's communication and language appropriately so that they are ready for school. She talks to the children as they play, and involves them in enjoyable songs, rhymes and stories, to support their emerging vocabulary.
- The childminder has a secure understanding of the signs of child abuse and neglect and regularly attends safeguarding training to refresh her knowledge. She has appropriate policies and procedures that help to keep children safe from harm and inform parents of her responsibility to protect their children.

What the setting needs to do to improve further

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

- make better use of observations to more precisely assess children's development and accurately plan for their next steps to ensure they are excited and motivated by their experiences and make good progress in their learning.

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

- increase children's opportunities to develop relationships with others in differing social situations to ensure they are prepared for the next stage of their learning
- strengthen the evaluation of the quality of the provision to focus more clearly on teaching and learning, and identify appropriate opportunities for professional development.

Inspection activities

- The inspector observed the children as they played and spoke with the childminder about the activities she offers.
- A range of documents were looked at, including parents' permission for medications, some policies and procedures and suitability checks for family members.
- The inspector and the childminder talked about children's learning and development and looked at the records she makes, including the progress check at age two-years.
- The inspector looked at areas of the home and garden and the resources used for childminding.

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 the children to understand their immediate interests. She provides suitable activities that keep children occupied, and generally they are happy. However, the observations are not detailed enough to show what children have learned. Additionally, the childminder is not using her observations to clearly assess what children need to do next. As a result, not all activities are well planned to ensure children are suitably challenged and motivated to learn. Nonetheless, children make some progress in their learning, because the childminder knows them well and offers them positive, friendly support. She teaches young children new words and praises them to give them confidence. She provides mark making materials to support children's writing skills, which helps to prepare them for school. Babies and younger children benefit from a range of interactive resources, such as electronic toys. She supports them as they play, showing them how to operate the knobs and buttons. Older children enjoy creative activities, such as painting or gluing, which helps them to develop their design skills.

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

The childminder provides children with a welcoming environment. She offers parents settling-in visits and finds out about children's interests and care routines. This helps her to develop strong bonds with them. Older children have developed their own house rules that support their good behaviour. Children benefit from a well-organised playroom, where they can access resources independently and happily occupy themselves. The childminder keeps clear records of any accidents to the children. She ensures she has appropriate permission from parents to give any medication to promote children's health and safety. The childminder keeps her home clean and tidy, which enables children to move around safely. Children enjoy walks to parks and play areas and make good use of the childminder's garden for fresh air and exercise. Not all children have enough opportunities to socialise with others outside the setting to fully prepare them for the wider social challenges of pre-school or school.

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

The childminder has improved her understanding of the Early Years Foundation Stage since the last inspection. She carries out regular observations and ensures that a progress check is completed when children are between two- and three-years-old. She has positive partnerships with parents and keeps them suitably informed about their children's activities. The childminder has renewed her first-aid qualification and keeps her childminding insurance up-to-date, which promotes children's welfare. The partnerships with other providers are developing, for example, the childminder has made contact with pre-school to share children's assessments. The childminder has evaluated the quality of her provision. However, she has not identified professional development or attended training to increase her understanding of best practice in early years teaching. Therefore, some weaknesses remain.

Setting details

Unique reference number	223105
Local authority	Cambridgeshire
Inspection number	990873
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	8 September 2014
Telephone number	

The childminder was registered in 2000 and lives with her family in Swaffam Prior, Cambridgeshire. She offers her childminding service from 7am until 7pm,

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