

<b>Inspection date</b>	23 February 2015
Previous inspection date	5 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder is caring and affectionate towards the children. As a result, they make secure attachments with her. This has a positive effect on their emotional well-being and confidence.
- Parents are provided with written daily feedback that includes information about their children's learning and care routines. This ensures that there is a continuity of learning and supports children's development.
- The childminder has a good understanding of how to keep children protected from potential harm. She understands and minimises potential dangers on outings, such as the school run. As a result, children are kept safe.
- Children take part in a wide range of activities that interest them. As a result, they sustain their interest and attention for prolonged periods of time.
- The childminder is taking effective steps to encourage children to learn about health and hygiene. Children are familiar with routines and independently wash their hands prior to snack and meal times. This enables them to maintain their own personal hygiene.
- Children's language development is supported well because the childminder models good language. With older children, she focuses on pronouncing words correctly. This extends children's communication and language skills.

### It is not yet outstanding because:

- The childminder does not make best use of the outdoor environment for children to practise and further enhance their physical skills.
- Assessments are used to routinely check children's progress. However, the information gathered from them is not always used to consistently maximise children's development.

## What the setting needs to do to improve further

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

- enhance the use of outdoor environment in order to provide more opportunities for children to practise and develop their physical skills
- make even better use of information from the assessments of children's progress, focusing on reflecting children's next steps in development more consistently within planning.

### Inspection activities

- The inspector toured the premises with the childminder.
- The inspector observed activities in the main playroom and kitchen area.
- The inspector discussed an adult-led activity with the childminder.
- The inspector checked policies and evidence of the suitability of the childminder and people living on the premises, training records, assessment records, self-evaluation and planning documents.
- The inspector held discussions with the children and parents.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

### Inspector

Ben Hartley

## Inspection findings

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

Children enjoy a wide range of activities that covers the seven areas of learning. The childminder supports and extends children's play and learning skilfully. When children are playing with the dolls, the childminder asks them open questions to build on their understanding, and makes consistent links to their previous learning experiences. As a result, children critical thinking skills are extended and they are eager to learn more. The childminder gives children time to explore and play freely, enabling them to access resources independently. She intervenes within play at appropriate times and takes an active role within this. The quality of the childminder's teaching is good. Consequently, children make good progress in all areas, in relation to their starting points. This ensures that children are well prepared for school. The childminder plans activities that are linked to familiar events in children's own lives. For example, she sets up a washing line and children enjoy 'washing' the clothes and then hanging them up to dry. This enables children to link learning with things that they have seen before.

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

Robust care practices are in place. The childminder gives consideration to children in her care and tailors routines accordingly. This enables children to play and explore with confidence and assurance. Children take manageable risks within their play. This enables them to learn about maintaining their own personal safety. The childminder supports children's physical development and uses the outdoor environment well, particularly when children are walking to and from school. However, opportunities for children to extend their physical skills even further, by using the outdoor space within her own garden, are not always maximised. The childminder works effectively with parents to ensure that children are provided with a balanced diet. She has a policy that parents agree to and support about the contents of children's lunchboxes. Additionally, children enjoy healthy snacks throughout the day. The childminder manages behaviour fairly and consistently. As a result, children demonstrate positive behaviour and the environment is calm.

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

The childminder understands the requirements of the Early Years Foundation Stage and implements them to a high standard. She regularly attends training and uses this to develop her knowledge and practice further. Additionally, the childminder reflects on her own practice and has identified her own priorities for improvement. This reflection has enabled her to make swift actions to improve, following the previous inspection. Moreover, the childminder has used support from the local authority to develop and improve her practice. As a result, the overall quality of the provision is good. The childminder accurately assesses children's learning and shares this information effectively with parents in order to support children's development. However, this information is not always used consistently within planning. As a result, opportunities to enhance children's development even further are not always maximised.

## Setting details

<b>Unique reference number</b>	222283
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	979265
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	18
<b>Name of provider</b>	
<b>Date of previous inspection</b>	5 June 2014
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in Cambridgeshire. She operates Monday to Thursday, from 8am to 5:30pm, and Friday, from 8am to 9am, during term time only, with the exception of bank holidays and family holidays.

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Piccadilly Gate  
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