

<b>Inspection date</b>	23 February 2015
Previous inspection date	4 September 2009

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

## Summary of key findings for parents

### This provision is good

- Children are supported by the childminder to embed the self-help skills they need in readiness for the move on to pre-school or school.
- The childminder provides activities which take into account the individual learning styles and abilities of each child. As a result, children experience purposeful opportunities which overall enable them to make good progress towards the early learning goals.
- The childminder's attention to effective care practice has a positive impact on the children's confidence and self-motivation, as well as their physical and emotional well-being. This helps to increase their self-esteem to support them emotionally as they move between different settings.
- Partnerships with parents and other early years providers are well established and this makes a good contribution to meeting the children's learning and development needs. In addition, positive partnership working provides the children with continuity of care in relation to their developing emotional and care needs.
- The childminder clearly understands and implements the requirements of the Early Years Foundation Stage well. This supports the smooth daily running of her setting.

### It is not yet outstanding because:

- The childminder does not always encourage children to recognise numbers as they play.
- The childminder is not consistent in planning indoor learning opportunities to enable children to continue their explorations of natural resources to the optimum.

## What the setting needs to do to improve further

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

- make the most of spontaneously arising opportunities to develop children's skills as they play, for example, by encouraging children to match numerals to different quantities of toys
- maximise opportunities for children to explore natural resources while they play indoors.

### Inspection activities

- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at documentation, including evidence of up-to-date paediatric first-aid training. In addition the suitability of the childminder and other household members were checked.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector reviewed the current self-evaluation plan being used by the childminder along with letters from parents using this service.

### Inspector

Lynn Clements

## Inspection findings

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

The childminder makes observations and assessments of the children's ongoing learning and development. The clear monitoring systems enable her to make sure that each child is working within or above their expected age range. Where there is any variance in this, the childminder takes action to ensure that gaps in learning are addressed. The childminder takes time to listen to children, learning about their developing ideas. For example, children clearly show an interest in numbers, which is recognised by the childminder. As a result, she supports them to match and count the toys. However, the childminder does not enrich this learning by encouraging them to recognise and match corresponding numerals. Children are confident communicators. They share their ideas and suggest games to each other, playing harmoniously. Children's self-esteem is high and their behaviour is very good enabling them to be active learners.

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

The childminder regularly takes children to toddler groups in the local area. This provides them with good opportunities to mix with others and learn about similarities and differences. In addition, she organises planting and growing activities, helping the children to learn about the natural world outside. However, indoor learning about the natural world and living things is not promoted to the optimum. Parents work together with the childminder, supporting her healthy eating ethos. They provide packed lunches, which give children the chance to talk about what they like to eat. The childminder uses these opportunities well to promote the children's awareness about healthier choices. Children gain an understanding of risk through activities that encourage them to explore their environment. Children learn to keep themselves safe as they practise fire evacuation. They talk knowledgeably about what they must do if they hear the alarm going off. They explain how to safely evacuate the childminder's home and wait for the fire brigade to arrive.

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

The childminder occasionally works with an assistant. The childminder identifies ongoing training to benefit their continuing professional development. For example, they attend paediatric first-aid training and early years observation and assessment training. This enables them to support the children's ongoing learning and development well. The childminder identifies the importance of working with others, to extend her existing practice. Her drive for further improvement is demonstrated by clear self-evaluation, which includes ideas from parents. The childminder organises her setting extremely well. All required records are maintained and stored securely. The childminder respects parent and child confidentiality at all times. Policies and procedures are implemented consistently and shared with parents. The childminder's safeguarding and child protection understanding makes sure that the children are protected from harm.

## Setting details

<b>Unique reference number</b>	222375
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	866029
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	4 September 2009
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Cambridge. She operates all year round, Monday to Thursday, from 8.30am to 5.30pm. The childminder closes for Bank and family holidays. On occasions the childminder works with her daughter who is her registered assistant.

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