

<b>Inspection date</b>	4 March 2015
Previous inspection date	24 July 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

- The childminder is knowledgeable about the children in her care. This enables her to plan and provide activities that closely reflect children's individual interests and abilities. As a result, all children make good progress.
- The childminder has strong teaching skills, which she uses well to promote children's good progress. For example, she introduces children to multiple linked activities about space flight, enabling children of differing ages and interests to take part and learn in their own ways.
- The childminder prepares children well for school. They develop their independence skills well because the childminder enables them to try complex tasks for themselves, such as breaking an egg during baking.
- The childminder is well-organised in her business practices. She regularly evaluates her childminding provision to ensure all aspects of the Early Years Foundation Stage are effectively met.
- Children are safeguarded well because the childminder has a good understanding of her responsibilities to keep children safe. She attends child protection training and effectively minimises risks to children in her home and on outings.

### It is not yet outstanding because:

- Children's opportunities to explore their imagination through writing, drawing and art and craft activities are not maximised. There is sometimes an emphasis on the end product, rather than on enjoying the whole creative experience.
- The childminder has not thought creatively about how she can communicate even more effectively with some parents, to build on the good progress that children make.

## What the setting needs to do to improve further

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

- enhance children's opportunities to express their ideas using media, such as pencils, crayons, paints and craft materials, with positive emphasis on exploration and imagination rather than the end product
- strengthen information sharing with parents to enhance their opportunities to be even more involved in their children's learning experiences.

## Inspection activities

- The inspector spoke with the childminder during the inspection and observed an activity she had planned.
- The inspector observed the children at play and spoke to them about their activities.
- A range of documentation was checked, including some policies and procedures, children's record forms, suitability checks for the family and the childminder's self-evaluation.
- The views of parents were taken into account through discussions and testimonials.
- The inspector looked at parts of the home and garden used by the children.

## Inspector

Veronica Sharpe

## Inspection findings

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

The childminder has a secure understanding of how children learn. She is observant and notices when children need additional support and reassurance. As a result, children thrive. The childminder engages the children in varied activities, such as stacking cups. She praises their efforts as they stack the cups in order and helps them to count out loud. Children find their favourite toys and games independently. They play confidently by themselves, becoming immersed in imaginative play with dolls and dressing-up clothes. The childminder supports children's interest in books by having an interesting selection. They read together often so that children extend their language skills and learn to concentrate. The childminder involves children in arts and crafts to develop their design and making skills. She provides opportunities for older children to practise their writing and develop pencil control. However, there is a tendency for some of these activities to have too much emphasis on the end product. The childminder shares children's assessments regularly with parents so there is a shared understanding of their strengths and weaknesses. She works closely with parents who have children with special educational needs and/or disabilities to meet any specific needs.

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

Children are happy and content in this warm and welcoming environment. They have time to play independently, accessing a broad range of interesting resources, such as books, small figures and stacking toys. Children build secure attachments to the childminder because settling-in procedures are effective. The childminder teaches children about good behaviour. She encourages sharing games and involves the children in cooperative activities, such as a topic on Chinese New Year. Children have daily access to the outdoor areas and enjoy local trips to parks and play areas. This effectively supports their physical development and overall well-being. Children's good health is promoted well as they develop their understanding of good hygiene and learn about healthy eating habits.

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

The childminder has a thorough understanding of safeguarding procedures and, as a result, children are protected from harm. She teaches children safe practices, such as crossing roads, so they learn to identify risks for themselves. The childminder effectively monitors children's development and carries out regular assessments to ensure all children make good progress. She evaluates the activities and asks the views of parents so she can identify areas for improvement. Good two-way partnerships with schools and pre-school settings help to promote continuity in children's care and learning. The childminder is proactive in attending training to keep her skills sharp. For example, she has attended a recent workshop about how to prepare children more effectively for their move into school. Relationships with parents are warm and positive. They say she is trustworthy and they feel confident that their children are in safe hands. Not all parents benefit from the best possible opportunities to share in their children's day-to-day learning experiences.

## Setting details

<b>Unique reference number</b>	222123
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	864274
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24 July 2009
<b>Telephone number</b>	

The childminder was registered in 1986 and lives in Bottisham, Cambridgeshire. She operates each weekday, all year round. The childminder provides funded early education for eligible three- and four-year-old children.

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