

Inspection date	13 March 2015
Previous inspection date	10 February 2009

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

Summary of key findings for parents

This provision is good

- Children interact confidently with the childminder in this welcoming environment. They demonstrate good levels of well-being as they approach the childminder for cuddles and include her in their play.
- The childminder skilfully promotes young children's emerging language skills. She engages them in conversations throughout their play, and models new words and phrases to them. Her gentle questioning encourages children to extend their own thinking and problem-solving skills.
- Children learn to observe and record the weather as they complete a daily weather chart. They talk enthusiastically to the childminder about whether the day is cloudy or sunny, and what they might need to wear when they go outside. This teaches children about the world around them and the impact that weather has on how they dress.
- The childminder promotes children's imaginative and role-play skills as they play together in the pretend kitchen. Children thoroughly enjoy making pretend meals and cups of tea. They also learn about colour and size as they find clothes to fit each doll.
- The childminder demonstrates a good understanding about how to keep children safe in her care. She knows how to report any safeguarding issues and where she can access extra support if she needs to.

It is not yet outstanding because:

- There is scope to extend children's language skills even further, for example, by providing them with opportunities to retell and sequence familiar stories.
- The childminder has yet to build consistent communication links with the other settings that children attend, to fully enhance sharing of information with regard to children's learning.

What the setting needs to do to improve further

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

- promote children's language skills even further by providing children with opportunities to independently retell familiar stories and predict their endings
- strengthen partnership working by ensuring there are robust communication links with all the settings children attend, so that children fully benefit from a shared understanding and common approach to supporting their learning.

Inspection activities

- The inspector talked with the childminder and the children present, and discussed activities with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records, planning documentation, checked evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector and childminder discussed the childminder's ongoing self-evaluation and her plans for improvement.

Inspector

Anne Bell

Inspection findings

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

The childminder supports children's interests well. She provides activities and resources that engage children for extended periods of time. This promotes their interest in learning and helps them to develop concentration and perseverance. Children develop their coordination as they thread coloured buttons onto string. They learn about the natural world around them as they feed the birds in the childminder's garden. They snuggle in happily to listen to the childminder as she reads to them. This fosters children's love and appreciation of books. However, there is scope to further enhance children's language skills by enabling them to retell stories themselves, for example, through the use of pictures or props. Once children start attending her setting, the childminder carries out regular observations of their learning and development. She then uses these observations to track children's progress in the areas of learning and to identify their strengths and areas for development. The childminder shares this information with parents, so that they are fully aware of their child's progress.

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

Children's emotional well-being is effectively promoted because the childminder creates a warm and welcoming environment. She is caring and sensitive to children's individual needs. She prepares children well for their future move to pre-school and school by teaching them skills in self-care and independence, such as putting on their own coats and shoes. Children behave well as the childminder provides them with clear guidance and simple explanations. She uses constant praise and encouragement to develop their confidence and self-esteem. The childminder teaches children about the importance of hygiene practices as they wash their hands before snack and after using the toilet. She also provides each child with a personalised towel, to reduce the risk of cross-infection. Children benefit from fresh air and exercise each day as they play in the garden or visit the local play areas. Regular visits to local toddler groups help children to socialise and to have access to a wider range of activities.

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

Self-evaluation systems are effective as the childminder can clearly identify her strengths and areas for future improvement. The childminder shows commitment to her own professional development. She completes online training courses and reads relevant guidance documents, to ensure she updates her skills and knowledge. The childminder has a thorough knowledge of the learning and development requirements and how to keep children safe. She reviews risks in the environment regularly and makes sure her home is safe and secure. The childminder liaises with other settings with regards to children's care and well-being. However, she does not consistently seek information from the settings so that she can plan to complement children's learning and maximise the good progress that children make.

Setting details

Unique reference number	222507
Local authority	Cambridgeshire
Inspection number	871307
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	10 February 2009
Telephone number	

The childminder was registered in 1995 and lives in Bar Hill, near Cambridge. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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