

Childminder Report

Inspection date

30 April 2015

Previous inspection date

14 April 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

- The childminder values outside play. Children can choose to spend the majority of their time enjoying a stimulating range of activities in the well-resourced garden. This ensures all children, especially those who prefer outdoor play, are motivated, eager to learn and make good progress.
- The childminder effectively supports children who speak English as an additional language. She uses key words and shares books and songs from their home language.
- Children are cared for in a warm and welcoming environment and good measures are in place to promote their safety. The childminder demonstrates good knowledge and understanding of safeguarding procedures.
- The childminder sets realistic expectations of the children and manages behaviour effectively to help them to develop an understanding of right and wrong. Children are polite and friendly and are learning to take turns and share.
- The childminder has established strong partnerships with parents and other settings that care for the children. This means there is a consistent approach to children's learning and development.
- The childminder demonstrates a drive for development of her provision. Self-evaluation is accurate, takes account of the views of parents and identifies areas for improvement.

It is not yet outstanding because:

- Sometimes, adult-led activities are less well planned for. This means, occasionally, opportunities to fully extend and challenge older children's learning are missed.

What the setting needs to do to improve further

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

- strengthen planning for adult-led activities, making full use of what is known about children, so that they fully extend and challenge older children, providing outstanding support for their learning.

Inspection activities

- The inspector observed activities in the childminder's house and talked with the childminder and children.
- The inspector looked at children's observations and assessment records, evidence of suitability of household members and a range of other documentation, including the safeguarding procedures and risk assessments.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector reviewed the childminder's self-evaluation folder.
- The inspector took into account the views of parents through written feedback.

Inspector

Julia Sudbury

Inspection findings

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

The childminder provides a stimulating range of activities to promote children's progress across the seven areas of learning. As a result, all children are motivated learners and spend sustained periods of time engaged in play. Children make good progress in relation to their starting points and are well prepared for school. The childminder provides good support for children's communication and language development. She naturally joins in with children's play, talking with them and supporting pronunciation. Younger children's babbling is responded to positively. Books are valued and children of all ages spend time listening to stories. Children's early writing is supported through fun activities, such as writing on her fence or making marks with paint. The childminder has a good system of observations, assessments and planning of next steps that supports children's learning. However, sometimes, the childminder does not use all that she knows about children's interests and abilities in her planning of adult-led activities. This means, occasionally, opportunities to fully extend and challenge older children's learning are missed. The childminder involves parents in their children's learning. There is a regular flow of two-way information and parents regularly borrow resources to use at home.

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

The childminder collects clear information from parents when children start, enabling her to meet their emotional needs. Children have positive relationships with the childminder, as they enjoy her cuddles, praise and consistent reassurance. They have opportunities to be active and engage in physical play, both in the garden and while on outings in the local community. They are encouraged to learn about healthy eating and are offered a good range of healthy snacks to develop their tastes. The growing of vegetables and visits to the family's allotment further enhance children's understanding of healthy food. Children develop their social skills and confidence as the childminder regularly meets up with other local childminders. They are well supported as they make the move to school. For example, school runs are used as a time to meet teachers and talk about the school day. Furthermore, the childminder has made strong links with Reception year staff to ensure children are gaining the skills they need to have when they start school.

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

The well-qualified childminder has a good understanding of the Early Years Foundation Stage requirements. She makes use of other childminders' knowledge and resources from the local authority to develop her practice. She regularly attends training and since her last inspection, she has gained a childcare qualification at level 3. This has helped to consolidate her understanding of supporting children's learning. Effective partnerships with other settings help to maintain continuity for children's learning at home, the childminder's home and the pre-school. Parents value the flexible, reliable and caring service she provides.

Setting details

Unique reference number	222862
Local authority	Cambridgeshire
Inspection number	866054
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	14 April 2009
Telephone number	

The childminder was registered in 1998. She lives in St Ives, Cambridgeshire. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. She holds a childcare qualification at level 3. The childminder supports children who speak English as an additional language. She provides funded early education for two-, three- and four-year-old children.

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