

# Childminder Report

**Inspection date**

12 May 2015

Previous inspection date

19 January 2011

<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 places a good emphasis on developing children's communication and language skills through skilful questioning and enjoyable conversations. As a result, they are well prepared for school.
- The childminder has a clear understanding of the progress children make in their learning. This helps to ensure their strengths and areas for development are known and their learning needs are effectively met.
- The childminder ensures that children benefit from daily outdoor exercise and fresh air. They explore local woods and play in recreation areas, which supports their physical development and understanding of the world.
- The childminder forms strong relationships with children. They play confidently in her care and feel settled and secure.
- The childminder has good partnerships with other pre-school settings and the school, to promote continuity in children's care and education.

### It is not yet outstanding because:

- Although resources are plentiful, not all are effectively organised to enable children to access them independently.

## 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 ability to make independent choices from the broad range of resources, for example, by reducing the size of larger boxes and adding pictorial labels and signs.

## Inspection activities

- The inspector observed the children and the childminder as they took part in the activities and looked at parts of the home used for childminding.
- The inspector spoke with the childminder and her co-childminder at appropriate times during the inspection.
- A range of documents were looked at, including evidence of the suitability of the family, children's records, some policies and procedures, training and self-evaluation.
- The inspector took into account the views of parents through testimonials and questionnaires.

## 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 and her co-childminder plan and provide interesting experiences that encourage children to explore and become active learners. Children learn to solve problems, for example, they sort fir cones and stones, and compare the differences. They explore materials, such as paint, play dough and flour, to find out about colour and texture. Children enjoy selecting books to share with the childminder. She reads aloud to them, encouraging older children to follow the words as she reads. Children explore other countries and cultures through food, music and books. The childminder regularly evaluates children's learning abilities to ensure they make good progress. She works closely with parents and keeps them well informed about children's experiences to ensure a consistent approach.

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

The childminder offers parents flexible settling-in procedures and collects information about children's routines, interests and aptitudes. This enables her to effectively meet their individual needs. Children benefit from varied and nutritious meals and snacks. They take part in cooking activities and help to grow vegetables in the garden to enhance their understanding of healthy diets. Children learn about wildlife in the childminder's garden and build homes for hedgehogs and frogs. They develop their independence in practical ways, such as helping to tidy away toys or washing up their plates from lunch. The childminder has a vast range of resources. She uses photographs of those toys stored elsewhere to remind children of previous activities they have enjoyed. However, available resources are not always easy for children to access to enhance their exploration.

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

The childminder has a secure understanding of the learning and development requirements and keeps children safe. She is aware of the procedures to follow if there are concerns about a child's welfare. Written safeguarding policies inform parents about her responsibilities. The childminder's considerable experience and qualifications give her good teaching skills and help to effectively prepare children for the next stage of their learning. The childminder has good experience of working with other agencies, such as speech and language specialists, to support children's development. Parents and children are regularly asked for their views in order to help the childminder maintain the good quality of the provision.

## Setting details

<b>Unique reference number</b>	EY307561
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	861934
<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>	19 January 2011
<b>Telephone number</b>	

The childminder was registered in 2005 and lives in Ramsey, Cambridgeshire. She works with a co-childminder and operates each weekday all year round. The childminder holds a childcare qualification at level 3.

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