

Childminder Report

Inspection date

28 May 2015

Previous inspection date

11 August 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not always use her observations effectively to assess children's learning. This means that planning does not always meet children's needs, or offer the level of challenge that is required to promote a good level of progress across all areas.
- The childminder has yet to develop her own skills and knowledge of key words in children's home languages. This means that during children's play some of their emerging words and utterances are not always understood, and communication in their home language not supported effectively.

It has the following strengths

- The childminder provides a satisfactory range of activities and learning opportunities, both in her home and out in the local community. In this way, children become accustomed to different environments, people and playthings to support their learning.
- Children form strong bonds with the childminder and her family. This supports children's emotional well-being, confidence and sense of belonging effectively.
- Children are encouraged to develop independence skills according to their age and stage of development. This helps to develop confidence and the self-esteem needed for the future.
- The childminder has a secure understanding of safeguarding procedures and how to report her concerns to the appropriate organisations. This means children are suitably protected in her care.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of observations to accurately assess children's development, and plan next steps that are interesting, individual and offer the challenge necessary to promote a good level of development across all areas
- ensure children are supported in developing and using their home languages, by becoming familiar with key words and phrases and supporting their emerging communication skills effectively.

Inspection activities

- The inspector observed activities in the childminder's home and garden.
- The inspector spoke with the childminder, at appropriate times throughout the inspection.
- The inspector read letters from parents and took their views into account.
- The inspector looked at children's daily diaries, evidence of background checks and a range of other documentation.

Inspector

Jacqueline Baker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder provides a variety of activities and learning opportunities for children in her care. She makes frequent trips to local amenities where children socialise with others, take part in physical activities and attend toddler groups. At home, the childminder provides a range of toys for children of all ages, and young children especially enjoy the freedom to play in the garden. They are also keen to watch the activities in the farmyard beyond. The childminder plays alongside and uses these opportunities to name vehicles that they see. As a result, children whose home language is not English are beginning to use words, such as digger and tractor in their play. However, some of the children's words in their home language are not understood by the childminder. This means chances to promote their home language and communication skills are missed. The childminder helps children to be independent according to their ages and uses routines, for example, snack time to teach children skills, such as counting. This helps to prepare children for school. The childminder has a satisfactory knowledge of how children learn. However, she does not always use her observations of children effectively to assess their progress precisely. Consequently, planning for children's next steps in learning does not always offer the challenge needed to promote learning effectively.

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

Children are welcomed into the childminder's family home where they soon settle and become accustomed to new routines. The home is organised well, and children are able to select playthings from a good selection available to them. Children enjoy plenty of fresh air and exercise, as they play outside and are provided with nutritious snacks to help support a healthy lifestyle. The childminder has good procedures in place to ensure children remain safe as they play. She also offers guidance to children to help them understand how to keep themselves from harm. The childminder has good strategies in place to help children to learn how to behave appropriately in her home. As a result, children are learning how to play and socialise with others.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has a secure knowledge of her responsibilities. Through self-evaluation she identifies areas of strength and areas where she needs to make improvements to her practice. The childminder also considers what she has learnt from recent training courses to help with developments. This has resulted in a change to the way in which she presents resources and playthings to children. The childminder understands the importance of linking with other providers and how when the time comes, sharing of information is beneficial to children's transitions. The childminder uses daily diaries and photographs to keep parents informed of children's activities. This helps parents with ideas of how to extend learning at home. Parents offer positive feedback about the care children receive and the activities that they undertake.

Setting details

Unique reference number	EY422626
Local authority	Cambridgeshire
Inspection number	870170
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	11 August 2011
Telephone number	

The childminder was registered in 2011 and lives in Littleport, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language.

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