

Childminder Report

Inspection date

10 June 2015

Previous inspection date

6 May 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's home provides a warm and friendly environment where the children are happy and relaxed. Children share close bonds and attachments with the childminder.
- Partnerships with parents are strong. The childminder gathers information from parents about their child during a settling-in period. She uses this to meet the individual needs of children.
- The quality of teaching is good and this helps children to make good progress in their learning. The childminder provides a wide range of play experiences and activities that interest children.
- Good behaviour is valued by the childminder. She takes time to explain to children the consequences of their actions in order to support their understanding. As a result, all children behave well.
- The childminder takes effective steps to encourage children to learn about health and hygiene. Children are familiar with routines and independently wash their hands prior to snack and meal times. This enables them to maintain their own personal hygiene.
- The childminder has a secure understanding of her roles and responsibilities to safeguard children, including what to do if she had concerns about a child's welfare.

It is not yet outstanding because:

- At times, the childminder asks children a number of closed questions, which can be only be answered with one word, such as yes or no and does not allow for their own thoughts or expansion of ideas.
- On occasions, opportunities are missed to build on older, more-able children's interest of letters and words, to further develop their early reading skills.

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 language skills further, for example, by posing more open-ended questions that require children to think and use language more fully
- build on opportunities to promote older, more-able children's early reading skills, for example, by talking to them about letters and words in the environment.

Inspection activities

- The inspector viewed all areas of the home that are used for childminding.
- The inspector observed children engaged in a variety of play activities.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures, and the childminder's self-evaluation form.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents through their written comments.
- The inspector checked evidence of the childminder's qualifications and the suitability of all adults living at the premises.

Inspector

Claire Stevenson

Inspection findings

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

The childminder talks to parents every day and shares daily diaries, children's observations and next steps in their learning. The childminder enthusiastically joins in children's play. She extends their language development by introducing words, such as backwards and forwards, and up and down as children competently use mark-making resources, such as glue sticks. However, at times she asks children a number of closed questions which limits their engagement in conversation. Children learn about the world around them as they plant seeds and watch them grow over time. Children enjoy snuggling up with the childminder and listen with interest as they share a favourite story. This helps them to develop a love of books and understand that written words convey meaning. However, occasionally during planned activities, the childminder misses spontaneous opportunities to further promote older children's curiosity in letters and words in the environment. Overall, children are well supported in gaining the skills that they need to be ready for the next stage in their learning.

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

Children are helped to develop a good understanding of the importance and benefits of a healthy lifestyle. They have lots of opportunities to get fresh air and exercise, for example, they regularly play in the garden and go to local parks. The childminder encourages children to eat a healthy diet, offering nutritional snacks. She raises children's self-esteem and develops their self-assurance through praise and gentle encouragement. The childminder is a positive role model to the children. She teaches children about sharing and she encourages turn taking as they throw a ball to one another. Children are listened to, for example, children ask to eat their snack outside and this is acted upon. As a result, children feel valued and respected. The childminder promotes children's sense of responsibility and cooperation as they help with tidying away resources. Children are emotionally prepared for moving on to school as the childminder talks to them about making friends and meeting new teachers.

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

The childminder has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Her home is safe and secure. She has appropriate risk assessment procedures in place for her home and for the places she may visit with the children. She holds a suitable first-aid qualification which means she can provide appropriate treatment in the event of a minor accident. The experienced childminder accesses training courses to support the ongoing development of her practice. Most recently, she attended a course that has enhanced her knowledge of using her observations of children to extend their learning. Parents are positive about the quality of the provision, and praise the childminder for being welcoming, friendly and caring.

Setting details

Unique reference number	EY381981
Local authority	Cambridgeshire
Inspection number	858717
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	6 May 2009
Telephone number	

The childminder was registered in 2008 and lives in Huntingdon. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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